

Break

Hazards of reorganization

Extraordinary how important issues tend to be fought out on the most trivial matters. There is ferment in Sunderland just now over the "Earnings" row—front page coverage in the local papers, strongly worded letters flying hither and thither, and all parties digging themselves into entrenched positions from which they will find it hard to withdraw.

At the centre of the storm is Joan Welsh, a 15-year-old pupil at the former Silksworth Secondary School (221 pupils). In September that school was subsumed into the larger Farnington Comprehensive (650 pupils). The head of Farnington has maintained a strict uniform and a jewelry rule there for 16 years. When Joan turned up in gold sleeper earrings she was asked to remove them. She did, but there were, backed by her parents, she kept them on. She was refused admission.

The weeks passed until last month when the L.E.A. took the parents to court for not sending Joan to school and the great legal machine ground into action—lawyers from the NCCF for the parents, lawyers on the L.E.A. for the authority, etc. The magistrates ruled that the school was within its rights and fined Mr Welsh £10, though not without the kind of remark often made by those who sit in judgment. "This Bench deplores the reasons that necessitate the education authority in having to bring this case," a cryptic statement, in say the least. It is not yet known whether Mr Welsh will appeal.

Behind the trivia the issues raging in Sunderland appear to be whether a family who dislike a school rule can, by taking unilateral action, force the school to waive the rule; whether a local authority confronted with such a challenge is right to evince the law and spend the rates in support of the school against the voter; and whether in 1975 it is right for schools to forbid girls of 15 to wear even minimal amounts of jewelry at school.

Posthumous contest

A sad postscript to the death of Rosa McWhirter. This letter arrived at the TES recently:

Sir—We are fifth-formers of Neasden High School. Since we have just been reading and hearing about the poor attendance and truancy in other schools, especially London,

we would like to let you know of our high attendance figures. Our school is in the London borough of Hammersmith. In September we began with 474 on roll and at half term we were 492. The ages of the children vary from 11 to 16 years. Over a period of seven months the first half of the year our attendance never fell below 95 per cent. The range was from 97.1 per cent to 98 per cent.

We feel proud of our record and wonder if you could publish it. Perhaps this would encourage other pupils to strive to reach similar figures as good as, if not better than, ours.

CHARITY MALAMA,
MEENA SETHI,
RIYAZ JAMAL,
GARFIELD LEWINSON.

Neasden High School opened in September, 1973, and has been gradually building up its numbers until it is now just under half way to its final number of 1,000.

The head, Mr L. G. J. Hatten, congratulating the children on their high attendance figures in assembly one day said, "If you go on like this you'll be good enough for the Guinness Book of Records." That, he says, is the promise he wrote off in the McWhirter's fully expecting the brush-off. "But Ross was rather nice about it." Back came a letter full of congratulations, suggesting that as a first step the claim to have set up a record should be ventilated in the educational press, and how about a letter to the TES designed to provoke response from other schools?

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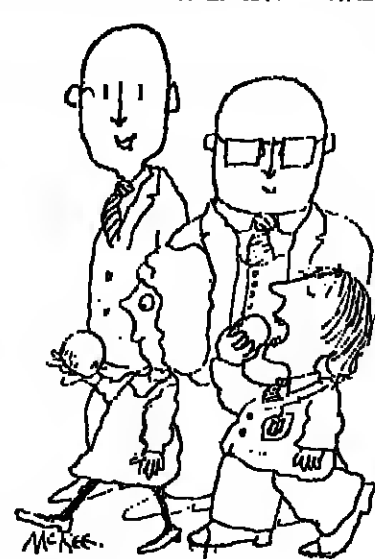
Now we are 10

Books for Your Children started 10 years ago with an evening class in Byfleet, Surrey, and a rounded newsletter raising a shilling.

On Monday the magazine held a celebratory birthday party at the Mermel Theatre, London, complete with enormous cake, candles and balloons and William Rushton, erupting from the stage—"he is appearing in Gulliver at the Mermel (puff, puff)—to 'mutilate this cat'."

The party was well attended by the publishers. Well it might be. Books for Your Children, through the Federation of Children's Book Groups, which they sponsored and which they still order business, now sell about £30,000 worth of books a year to individual subscribers as well as schools. Many of the books are hardbacks which local bookshops are reluctant to stock. They sell roughly one hardback to three paperbacks, about twice the usual proportion.

This year the books for Your Children empire has been divided up. It was getting too big for one person—its founder, Anne Wood, ex-secondary schoolteacher from Colchester and mother of two—to run it. She handed it over to her home. Business considerations have also made it important for the magazine to be put on a separate business



"Yes, they're free. It's the new National Health Service."

The magazine—about 20,000 copies an issue—is distributed through the groups, through schools and shops and direct to subscribers. It and the mail order business run by Clough Albion from a small cottage shop in Yorkshire, form the commercial company.

The groups, all run from private homes, are separately organized and very widely. Some, but not all, have book groups' licenses and sell to their members. Most hold regular meetings; some issue their own newsletters. For information about the groups, Ann Mank, 34 Lincoln Avenue, London SW19 5JT. For Books for Your Children, 27 High Street, Oxtown Ferry, Doncaster, South Yorkshire.

'We have ways . . .'

The German Government are so concerned about what they see as the falling status of their language in British schools that it seems they are preparing to step in with cash.

A step in this direction was taken at the weekend with a colloquium on the teaching of German in the United Kingdom—the first of its kind—which was financed by the German Government and convened by the Centre for Information on Language Teaching and Research. It was attended by representatives from most of the language associations—the majority of Germanists—and opened with a cocktail at the German Embassy.

With a diplomatic emphasis on English as the lingua franca, the German Ambassador emphasized the unique position of German in

Europe; straddling as it does the two political groupings. After the British referendum, he said, a decline in the teaching of German in schools would not make sense, especially as there were indications of a growing interest in the language among adults. In secondary education, on the other hand, German was "surrounded by uncertainty".

The Germans, he intimated, are prepared to help to stem the decline by helping to produce materials for language teaching and by offering more scholarships, particularly to salaried teachers.



BUCKLEY

Education, like life, has its ironies. They face you on the air and on the printed page.

Hard on the portraits, for instance, of Miss Pterio Rico and other foreign lovelies, the television news showed us the profile of Miss Joan Lester. Our Under-Secretary for Education, however, was not seeking to become Miss World. She was featured in the news because she was protesting at the Government's decision to send a representative to the funeral of General Franco. I was surprised to see her picture and to hear the reason for it. Up until then I had supposed that Mr Wilson was delivering a calculated snub to Spain by sending Lord Shepherd.

The irony of the matter for me was that there was currently another picture on the back pages of The Times. It was the picture of an eighty-year-old schoolgirl and it formed part of a public appeal to President Nyere to fund a school in Britain. The girl was pleading for her father, a Cambridge graduate, and for her uncle. Both, it seems, have been detained in Tanzania for eight years without trial.

Miss Lester's anguish oppression. A schoolgirl and a graduate must surely concern her Department. Did she busy herself on the back pages while the living socialist teacher was hero or was she too occupied with the dead fascist? I wish I knew.

I wish I knew, too, why that erstwhile Minister of Education, Mr Anthony Crosland, always cuts so poor a figure, for me at least, when he appears on television. He seems so conspicuously the professional egotist with a world-weary contempt for the rest of us. I saw him on television as he discussed local

spending and not for the first time I had this reaction. Then The Observer brought me his latest column on education. It is set out in the signs he detects of progress towards the sort of future he wants. I call the following from his article:

"Meanwhile the middle class must ruthlessly over Sunday morning slurry, no longer about the station, but about the training of children to state rather than to private schools. The evidence of increasing equality is surely unmissable."

I suspect myself that Mr Crosland's picture of Sabbath occupations is more true of his own social clique than it is of any other. But what kind of equality is it that many people must forgo the sort of schools they want for their children in favour of the sort that Mr Crosland wants for them instead?

Ironically enough, the Sunday Express on the same day was occupied with a similar theme. "This is the biggest problem facing millions of parents today?" it asked. "Without question", it went on, "the answer is—the education of their children. For the vast majority there is an escape from the state school system." All this heralded a new competition in the Sunday Express by which you might win your child's school fees, with a prize of £7,500. One way and another the state system did not come too well out of The Sunday Express, but then by implication it did not save the well off of Mr Crosland's piece in The Observer either.

I suppose that as a former Minister of Education he may have his share of the responsibility for the middle we are in over the demand and supply of teachers. There is irony enough in that situation, considering a serious meeting of the executive of The National Union of Teachers. The evening television showed us Mr Fred Jarvis being ominous about unemployment in the profession.

But what had I just seen in the Daily Express? Believe it or not, it was a large recruiting advertisement; and it was headed with the inviting words "Teaching is just another job—it's a career with a future". There is just room for me to add that while the dust was still rising in the national press over the Queen's Speech with its threat of unbridled reorganization for the schools, picked up my local paper, the Wandsworth Daily News, and found in it the report of a speech by The headmaster, dell with his school's examination results at such length and in so traditional a fashion that I could have sworn it was read out at the grammar school. But it was, it seems, one of our comprehensive. Trinity of Trinity, it bore the name of Ernest Bevin.

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Oxbridge v Schools Council

Examination boards launch bitter war on 16-18 year olds. Sue Cameron reports page 3

Teachers and jobs settle for £6 limit

Teachers' panel in Barnham and the NUT both agree to keep pay claims within Government limits—both with some reservations page 3

Monopoly and political manoeuvring

Heads of political subversion from all sides at the inquiry into events at Tynemouth Junior School. Mark Jackson reports page 4

Include us out

Plans for a Community Action Group before this week's meeting of EEC education ministers or proposals for a European fund for higher education. Report from Neil Moorman page 5

Books, pages 21-24

Henry Plockrose on primary schools; Tom Howard on Times' obituaries; Robert Fox on the Armada in children's books; Mike Bygrave and Colin Wilson, John Moore on the Roman Catholic Church; John Rowan on IQ; technology and craft textbooks.

Resources, pages 25, 26

Peter G. Dean on mathematical games and how to use them; A. H. Craker and John Freeman on audio-visual equipment.



Whatever happened to community politics?

Trevor Jones (above) denounces Liverpool's neighbourhood workers as "municipal ego-trippers". Jonathan Croall reports page 18

Baby bio

Dr Robert Stiles charts a course through child development books for the parent, the student and the teacher page 20

Arts reviews, pages 54-55

David Blevins on contemporary music; Peter Fanning on school plays; John Pater on Anais Nin; Clive Mares on radio programme for tutors of adult illiterates; ETV and film reviews, Colin Evans on folk music.

Leaders, page 2; personal column, page 4; In brief, page 16; sport, page 16; Aristides, page 36; Boreley, Crossword, Maths teaser, page 56.

Classified ad index page 6

A lovely time was had by all . . .

With apologies to Jennifer (of diary fame), Aristides takes a pre-Christmas wander among the glittering stars and sparkling debutantes who populate education's very own Season. "We all enjoyed ourselves immensely", she concludes, moving on to yet another course of turkey escapee followed by hot black cherries page 56

When the bargaining has to stop

This year's rate support grant negotiations saw the Government imposing cash limits, but also local authorities getting a bigger say in what goes on. In the final settlement, education did relatively well—and so did London. John Grettton reports pages 2 and 8

TES Extra: Religious education

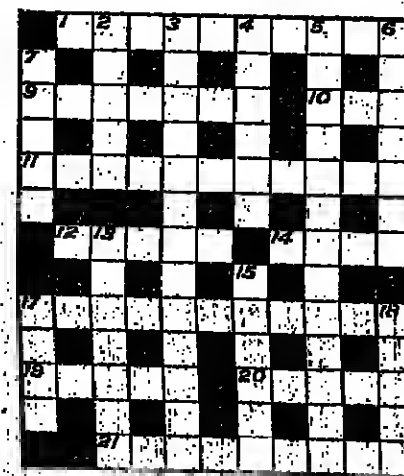
Christianity in a plural world; the Birmingham Agreed Syllabus; evaluating in need of a theology; links for sixth-formers pages 27-31



Platform power at Scarborough

The executive of the National Union of Students fought off a move last week for secret ballots in union elections. The bid was made by right-wing students at the union's conference in Scarborough. But NUS secretary Sue Slipman (at the microphone, above) failed to hang on to her responsibilities for the union's international policies. page 6

Crossword No 1,010



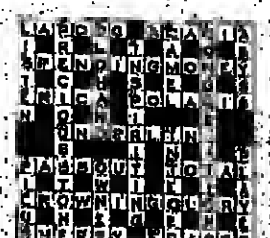
Across

- Naturally, corn—African? (8, 4).
- Where the scene change at three? (7).
- Place identified, the road to which is 'referred' in 'story' (5).
- But cry! For a duck, perhaps? (7).
- Where Smith does his countering? (5).
- He-he or poplar? (5).
- Not, however, the teaching of 'hairs' (6, 7).
- Colonel of halloons (5).
- Graduate goes 'in' (5).
- Their occupation involves splitting and rolling (6).

Down

- City of feudal tenure (5).
- Cook's sunny act with bottled mutton? (7, 1, 5).
- Health security (6).
- A silver sea to Shakespeare's setting (8, 5).
- Lead 100 for a Plinthon (7).
- School sounds as if one must get parking (5).
- How to depict a tie (4).
- Opportunity shown the way in (7).
- Indoor state of recession (6).
- Employing, in the American way (5).
- Precious items of cargo? (4).
- It's after high honour (5).

Solution to Puzzle No 1,009



Chess

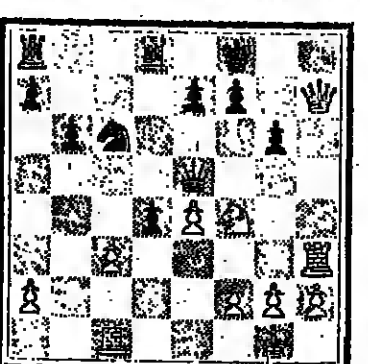
The Flanchetted Bishop

In my first article in this series I showed how Black could destroy White's centre by a concentrated attack on the black squares, utilizing, in particular, his King's Bishop on K42. This so-called flanchetto is indeed a powerful weapon and in modern times it has become especially significant in all the male counter-attacking openings for Black.

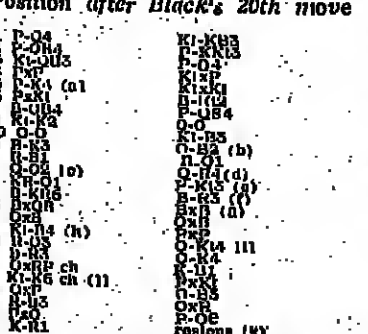
But the reverse of the medal must also be taken into account. True, the flanchetted K B is strong both in defence and attack. But, remove this piece and then, by the very reason of its strength, it leaves the unfortunate King most vulnerable to its enemies. In order to flanchetto the Bishop it is necessary to create holes in the pawn structure. There do not always if the Bishop is there. However, if the attacker succeeds in capturing or exchanging off the vital Bishop then these holes become malignant.

Consider the following game which was played in the Milan Grandmaster Tournament this year opening as that of the game in my first article.

Queen's Pawn, Grunfeld Defence. White: S. Gligoric. Black: J. Smekal.



Position after Black's 20th move



Position after White's 21st move

(a) Better than 5. P-K3 as Lasker played against Balajevsky in the game I gave in my first article.

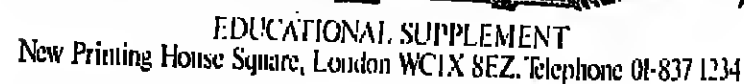
(b) An alternative move, that Smekal has played against the

same opponent, is 10... K-R4; but White then gets the upper hand by 11. N-Q3, P-K3; 12. K-B1, B-K2; 13. P-Q5.

(c) And not 12. Q-R4, B-Q2; 13. Q-R3; B-KB1; 14. Q-K2, P-Q4 (Gligoric-Smekal, Ljubljana, 1972).

(d) Vociferation that costs valuable time; instead he should play 12... P-K3 followed by B-K2.

(e) Pawn exchanges favour Black. 13... P-Q4, P-Q5, P-Q6; 14. P-Q4, P-Q5; 15. R-Q4, P-Q6; 16. P-Q5, P-Q6; 17. R-Q4, P-Q6; 18. P-Q5, P-Q6; 19. R-Q4, P-Q6; 20. P-Q5, P-Q6; 21. R-Q4, P-Q6; 22. P-Q5, P-Q6; 23. R-Q4, P-Q6; 24. P-Q5, P-Q6; 25. R-Q4, P-Q6; 26. P-Q5, P-Q6; 27. R-Q4, P-Q6; 28. P-Q5, P-Q6; 29. R-Q4, P-Q6; 30. P-Q5, P-Q6; 31. R-Q4, P-Q6; 32. P-Q5, P-Q6; 33. R-Q4, P-Q6; 34. P-Q5, P-Q6; 35. R-Q4, P-Q6; 36. P-Q5, P-Q6; 37. R-Q4, P-Q6; 38. P-Q5, P-Q6; 39. R-Q4, P-Q6; 40. P-Q5, P-Q6; 41. R-Q4, P-Q6; 42. P-Q5, P-Q6; 43. R-Q4, P-Q6; 44. P-Q5, P-Q6; 45. R-Q4, P-Q6; 46. P-Q5, P-Q6; 47. R-Q4, P-Q6; 48. P-Q5, P-Q6; 49. R-Q4, P-Q6; 50. P-Q5, P-Q6; 51. R-Q4, P-Q6; 52. P-Q5, P-Q6; 53. R-Q4, P-Q6; 54. P-Q5, P-Q6; 55. R-Q4, P-Q6; 56. P-Q5, P-Q6; 57. R-Q4, P-Q6; 58. P-Q5, P-Q6; 59. R-Q4, P-Q6; 60. P-Q5, P-Q6; 61. R-Q4, P-Q6; 62. P-Q5, P-Q6; 63. R-Q4, P-Q6; 64. P-Q5, P-Q6; 65. R-Q4, P-Q6; 66. P-Q5, P-Q6; 67. R-Q4, P-Q6; 68. P-Q5, P-Q6; 69. R-Q4, P-Q6; 70. P-Q5, P-Q6; 71. R-Q4, P-Q6; 72. 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The need for them has been made clear in a number of recent disputes

than almost any other large group coming to the job market for first time."—THE S.

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Executive fight off secret ballot bid

Attempts by right-wing students to introduce a secret ballot in elections to the National Union of Students' executive failed at the union's conference at Scarborough this week.

The conference confirmed by a two to one majority the present system of electing leaders. But it only narrowly decided not to cut the salaries of its four full-time officers. Democracy in the NUS was the major debate. During it the union's voting procedures came under scrutiny for the first time in 10 years. Opposition to the present system of election by delegates from the floor has been building up during the past year, mainly through action by Conservative, Liberal and moderate students.

The moderates proposed the kind of secret ballot used by the National Union of Mineworkers in their elections.

Mr Leighton Evans, Newcastle Polytechnic, said there were 750,000 full and part-time students in the NUS. "You represent 200,000 of these students at the outside. We are concerned at the attitude of the average student towards the NUS. It is not even on the issue of a secret ballot but on everything to do with the union."

"The NUS effectively divorces the majority of students because of the minimum number of people who come to these conferences assuming they represent the majority."

An amendment which would limit secret ballots to the top four posts—president, deputy, secretary and treasurer—was put forward by the Federation of Conservative Students and opposed by the sole Liberal on the executive, Mr Francis Hydon. He supported the main motion and feared that if anything less than that was passed, the right wing would take control of the union and create an "outgoing, self-perpetuating oligarchy."

Mr Alan Stewart, deputy president, said he had been told by the Electoral Reform Society that neither the motion nor the amendment would work.

"We believe that the issue of democracy is something that has to be raised on the floor of this conference, and that is why we were to the Electoral Reform Society and asked them the very questions that you yourselves are asking. Their response was that the propositions being put forward in this amendment and embodied in the substantial were unworkable, unworkable and quite unprincipled."

This was denounced as a "pock of lies" by Mr Derrick Everett, Imperial College. When we heard of this smear we went to Major Britton, of the ERS. He denied that the ERS had made any such statement at any time."

The letter was then held up and waved to the conference by Mr Clarke who said that anyone could read it if they wanted. Unfortunately for the executive, the Conservatives did read it and, in fact, reprinted it and circulated it to all the delegates.

Nowhere in the letter did Major Britton say the secret ballot would be unworkable. He said that if it were introduced it need not necessarily undermine the union's structure although it might do so. To conduct a national election efficiently, a centrally held, national register would be essential. But a register could not be introduced until the proper machinery had been set up.

There was a strong case, for not leaving things as they were, he said.

Fresh attack on the Front

The National Union of Students are to ask the Home Secretary for a public inquiry into events at the Institute of Science and Technology, Manchester University, last week, when the National Front were alleged to have invaded a meeting and started a riot.

The incident was described to delegates by Mr Peter Wright, Epsom Institute. He said that chairs, bottles, half bricks and a chunk of concrete were thrown at people attending a meeting organized by the National Council for Civil Liberties on "The State, the Law and Ireland."

Delegates at Scarborough discussed the National Front in an emergency debate and Mr Wright declared that the organization

could voting, which enabled delegates of large universities to have thousands more votes than delegates from smaller colleges should be ended.

Every delegate should vote as an individual, and the delegates should be chosen by ballot in their own colleges. "Would this not go a long way in meeting the pressure for national individual voting?"

There was a case for direct election of the four full-time officers. He recommended that the 11 officers should be elected by single transferable vote. "I believe this step would greatly promote the internal health of NUS and would stimulate interest in it."

Major Britton's letter is a political hot potato for the union. The Federation of Conservative Students said after the debate that they were going to circulate it widely. The Federation of the Moderate Students for Representative Policies and the Union of Liberal Students jointly expressed their "wholehearted disgust" at the misrepresentation of the Electoral Reform Society.

"We find it significant that the defence of the present structure should depend on the suppression of the whole truth by the group whose interests are served by the present system," the three organizations said in a statement.

However, during the democracy debate it was pointed out that 10 years ago, when the same system was used, the right wing controlled the union and did not raise any arguments about direct elections.

After defeating the first amendment, delegates were faced with a second one which rejected national ballots and retained the status quo. This was carried by 344.73 votes to 115.720.

A third amendment was then proposed to link the full-time officers' salaries to student grants. It was argued that they were less likely to be responsive to the membership if they were financially better off. Present salaries are £3,200, with £160 for each reelection. The amendment said this should be cut to £2,300, or about 70 per cent of grant, or about £1,400.

The executive strenuously opposed this, except for the treasurer, Mr Hugh Lanning, who said there was a great deal to recommend tying salaries to grants. Delegates had been debating the issue for nearly three hours. With only four minutes left before the gavel fell at midnight, the chairman, Mr Peter Ashby, tried to wrap everything up. A procedural wrangle started, the vote was taken and the amendment declared carried, although it looked as if it had failed.

With only two minutes left, a revolt was demanded. This was again unclear but no decision was announced.

The ninth motion was then put to the vote and declared lost. There was an uproar with cries for resignations and shouts of "Flx, flx, flx."

The electricians, who had been working since 9 am, switched off the microphones and left. Then the lights went out. If it had not been for the National Front, the night delegates were harangued in their hotel lobbies by speakers with loudhailers to vote next morning.

In the event everything passed off quietly. A card vote on the salaries amendment produced 184,702 for and 204,426 against.

The NUS now retain their election procedure and nothing has changed.

NUS conference Reports by Stephen Cohen



It must be the sleepy sea air at Scarborough...

Students seek trade union allies in cuts campaign

Students and trade unionists must campaign together against cuts in educational spending, Mr Charles Clarke, president, told the conference.

"The natural allies of the student body are no longer the chambers of commerce," they are the trade unions," he said in his opening address.

Students were part of economic reality. "No longer can students necessarily assume that they will find themselves in the upper reaches of business, administration or the professions."

"The overwhelming majority will have technical, clerical and skilled jobs or, at the present time, unemployment. The vast majority will be trade union members."

Cutbacks in public spending threw students and workers even closer together in opposition to the threat to livelihoods, to education and to our social services. "It is only too brutally clear that to chop £500,000 off the budget of a college means fewer jobs for staff, academic and non-academic, fewer places for students and lower educational standards. The only way

we can make progress is to fight side by side."

Cuts in spending had so far hit colleges of education and further education hardest. "The universities have so far escaped relatively unscathed. This is part of the Government's attempt to divide us. All of us must work together to defeat the cuts as if our own college was being dismantled or our own course destroyed."

The leaders of some large universities appear to be happier to stand by and watch the fight. They have not attended some of our national and local demonstrations nor mobilised for them. They seem to look at the fight to save education as though it had nothing to do with them. Their lack of concern will ultimately destroy even the sector they claim to represent."

It was not a coincidence that loans were being suggested as replacements for grants. "Neither is it a coincidence that the attacks on the 60 per cent of overseas students of the world should be intensified just when the British Government is trying to do oil deals in the Middle East."



Sue Slipman.

Plea to keep colleges open

The Church of England was urged to find new educational uses for regular training colleges which are scheduled for closure. Local authorities were asked to keep colleges open to produce more teachers so that class sizes could be reduced.

Mr Chris Pratt, City of Leeds and Convent College of Education, said that more closures were being considered during the reorganization of teacher education than originally envisaged. These colleges were not at the Department of Education list, but would be closed by local authorities and religious bodies because of the cuts inflicted on them by central government.

Low blow at poor foreigners

Higher tuition and boarding fees for students from abroad were condemned by the conference. Mr Trevor Phillips, a vice-president, said that three-quarters of these students had to scrimp and scrape for their education.

Discrimination over fees—£320 for foreign students, and £145 for home ones—was a "deliberate and systematic attempt to exclude overseas students who are not privately wealthy nor backed by government or business interests."

This restricted educational opportunities to the ruling elite in foreign countries.

Mr Ali Rasid, Bradford Univer-

Ban wraps up college rag queens

Rag queen competitions, strip-tease and masters showing women as sex objects were banned by the conference during a debate on student entertainments.

Ms Maria Duggan, Battersea College of Education, said a ban on sexist advertising, literature and ward. The sole opposer, Mr Tony Woodward, Tricklebank College of Technology, said he was all for equality of the sexes, but he thought it could be achieved differently.

"I tried to get some blokes to parade naked for the girls to see them," he said, in a loud chorus of jeers and hoots. "Artists throughout the past 3,000 years have proved that the female form is more artistic."

Ms Sarah Ragsdale, Portsmouth Polytechnic, said she was all in favour of college shows and dances being a success, but not of sexist advertising where women were used to sell products.

The main point in the motion instructed the unions to execute a set up an entertainment committee to reduce the £500,000 lost last year on pop and rock concerts. Colleges and universities have been losing money because of poor choices in talent prices, it was claimed.

Mr Ken Spencer, who helped draw up a report on the deficit, said the situation had been accepted far too long. "It is no way benefits the members. It goes into the pockets of the major agencies, and the people who control the industry, the record companies."

The new department will act as a broker, arranging tours of groups in colleges and will eventually become an agency. Bulk purchase of equipment, lighting and amplification equipment will also be investigated.

£6 pay limit rejected

The Government's £6 pay limit was given a cold shoulder by the conference despite pleas that it represented the only positive hope for Britain's future.

Reminders that the limit had been endorsed by the TUC fed into the deaf ears of delegates representing 222,858 students, while 131,119 votes were cast in support of the Government's anti-inflation measure.

The claim for a main rate of pay of £9.35 a year was approved, replacing for a £12.00 claim was rejected.

Floored by left and right

Sue Slipman (left), NUS secretary and convenor of the International Policy Group, was stripped of her responsibilities for international affairs after being censured for not protesting against the state of emergency in India.

The attack on Miss Slipman came from the left and right who combined to deal a sharp blow to the security of the ruling Broad Left group on the union's executive.

Miss Slipman, who is also an executive member of the Communist Party, was accused by Mr Dick Muigh, Stirling University, of following a pro-Moscow line. Students, he said, wanted a consistent anti-imperialist policy "whether the imperialism is of the American or the Russian variety."

Miss Jackie Welber, another Communist executive member, said no action had been taken on the

DES too remote, councils complain

Department of Education and Science too little, too late to be done, but this, he agreed, was because DES officials tended to be dedicated and spent the whole of their working lives within the department.

Ms Sheila Wright, chairman of the Association of Education Committees, said the DES made little attempt to find out what was happening at its roots. Their method of consultation was in walk out the way they wanted to go, and then ask people how to get there.

There was a feeling that on major issues the Department's opinions were already set and the room for consultation was small. Consultation would be improved if the DES was more willing to provide information in advance and give enough time for consultation.

Ms Janet Pookes, the committee chairman, to comment on the DES with other ministries, Mr Wright said it was easier to have proper discussions with the Department of the Environment, more difficult with the Department of Health and Social Security.

"Very often the lack of information and the lack of consultation of the DES with other ministries, Mr Wright said it was easier to have proper discussions with the Department of the Environment, more difficult with the Department of Health and Social Security."

Ms Elizabeth Coker, chairman of the ACC Education Committee, said that many of the principles enshrined by the DES originated in local authorities. She favoured some standing consultative machinery devoted specifically to education.

Asked about greater involvement by central government in the curriculum, the AMA representative said they would not be against it. Mr Peter Sloman, the AMA education officer, said they felt the Schools Council "may have gone a bit wrong."

"The Schools Council has not, in fact, turned out to be the right way to tackle the curriculum, though I feel the money we have put into the Schools Council has not been wasted."

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Overseas students fill RSLA gap

Further education colleges filled empty places created by raising the school leaving age by taking on more foreign students, according to the latest DES figures.

The figures show that in 1973 the number of overseas students on full-time and sandwich courses rose by 25 per cent to 26,500. But the total number on these courses remained at 304,000.

More than half the students were from Asian countries, Iran and Malaysia providing the two largest groups. There were also over 1,000 students from Cyprus, Greece, Hongkong, Kenya and Nigeria.

Nearly a third of all overseas students were on GCE courses. Nearly 3,000 were on ONCON courses; 2,000 an HNC-HND; and 2,600 on CNA first degree courses. The most popular subjects were electrical engineering, accountancy and other commercial studies, and music, drama, art and design.

Statistics of Education, Vol 3. Further Education 1973, HMSO £3.70.

Social work courses approved

The Central Council for Education and Training in Social Work have approved a new part-time course in social service at five colleges. It leads to a Certificate in Social Service.

The course has already begun at colleges of further education and technology in Bromley, Norwich and Stockport, and will start at colleges in the West Midlands and Strathclyde regions in the new year.

The council hope that courses will be set up in other centres within two years. All students study social policy and provision, families, individuals and communities. They can then choose from four options on children, adults, old people and communities. Special approval after that prepare them for specific jobs.

Special classes doom immigrants to failure

Racist squabbles and fights occur all the way through school, said a London teacher at the weekend. The Asian child who cannot stand up for himself ends at the bottom of the pile.

Miss Sue Hufon, who teaches at Beconsfield Middle School, Southall, told a conference on immigrant children organized by MIND, the National Association for Mental Health, that the authorities were going the wrong way about dealing with immigrant children's language difficulties.

Ealing's bussing service, which "shipped" 7,000 children to distant primary schools at a cost of £275,000 a year, was originally intended to help them with language problems. But Ealing was now under pressure to end the scheme. It disadvantaged the children, who were away from their own neighbourhood from 7.30 am till 4.30 pm every weekday.

Reception classes for immigrant children were supposed to be intensive language laboratories, "but the reality is that the kids can spend anything up to three years in them and they seem to ensure thorough academic failure". European

children were not put in these classes, though Ealing had a large Polish community.

Young immigrants could sense the lack of sympathy for them from casual remarks by teachers. Many of them become ashamed of their cultural heritage.

Mr David Quintan, a psychologist at the Institute of Psychiatry, said a research project had shown that immigrant children were twice as likely to be badly behaved at school as indigenous children, although their behaviour at home was likely to be better.

Mr Ben Woodruffe, an ILA inspector, who chaired the conference, said that 15 years ago it had been possible to be optimistic about race relations. It was believed that integration would come about rapidly and easily in the stable economic society, and that there would be few language problems.

Things looked very different now. Reception classes for immigrant children were supposed to be intensive language laboratories, "but the reality is that the kids can spend anything up to three years in them and they seem to ensure thorough academic failure". European

Code for language schools

The Government are trying to discourage unscrupulous or incompetent language schools and similar private colleges, but they have refused to bring in new legislation.

At the moment anyone can set up a language school provided they accept students over 16. This allows crooks and incompetents to cash in on the ignorance of foreign students. In recent years several hundred have called on the Department of Education and Science to take action against them.

Schools which reach a certain standard can apply for recognition by the DES in the same way that independent schools can become recognized. This is voluntary, and

over 100 private colleges and schools are now recognized.

The Government have now revised the conditions for recognition and last week they launched a campaign to encourage more establishments to apply.

To help safeguard foreign students, the DES will issue through the Foreign and Commonwealth and British Council notices on the significance of recognition and its importance to foreign students.

In Circular 13/75, sent out last week, Mr Fred Mulley, the Education Secretary, calls on local authorities to take an interest in these private colleges, even though they have no statutory responsibility for them.

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- 10.20 Local regional variations
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 - Groupium Living and Growing
 - HTV Move Mathman
 - Scottish Am Hwyl
 - Thames Time to Think
 - Tyne Tees Seeing and Doing...Fireman
 - Southern Finding Out...Today is History
 - Ulster This Island About Us...physical geography of Ulster
 - Yorkshire Living and Growing

Tuesday 30 December

Programmes for 9-13 year olds

- 09.30 Good Health...health education
- 09.50 The World Around Us...general studies
- 10.05 How we used to live...social history
- 10.25 It's Life with David Bellamy...biology

Wednesday 31 December

Programmes for students aged 13 and over

- 09.30 Music Scene...music
- 09.45 The Land...O'level geography of Britain
- 10.15 The Messengers...English/media studies
- 10.40 Lenouvel arrive...French studies



Johanna 13/16

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Psychologists condemn
'culturally biased' tests

from Michael Binyon

WASHINGTON
The testing of pupils' knowledge and ability is an issue of such bitter controversy in America today that leading educational psychologists held a three-day conference last week under the auspices of the Government on bias in school tests. Reflecting the growing opposition in the country—particularly among blacks—to all forms of tests, speakers attacked them for being commercially organized, culturally biased in favour of the white middle classes, unfairly administered and wrongly used to defend streaming and prove that desegregation does not work.

"Tests are used as a barrier to full and equal educational opportunity," said Professor Robert Green, an educational psychologist from Michigan State University. "More than 50th American children take at least three standardized tests a year. Of these an estimated 10 per cent are subjected to culturally inappropriate testing methodology and must have the scars of results that are unfairly imprinted on their future educational and career opportunities."

Testing was big business in America, Professor Green said. Last year the industry reported an income of more than \$300m. It made money by selling tests without inserting proper warnings about their use, or facing up to the social implications. "There are no ethically or socially neutral tests," he said.

Public concern, however, is growing. Community groups, psychologists and the National Educational Association, the largest American teachers' union, have expressed their opposition; and last August the Association of Black Psychologists voiced its criticism of tests as a barrier to full and equal educational opportunities.

Professor Green said the tests themselves were biased because they used "national norms". Comparisons between groups of pupils, which did not include samples from all ethnic, racial, regional, social and income groups.

Too easily teachers took these

standards as absolute, and judged all children who did not score above the norms as inadequate.

Professor Green called for a national bureau of standards for educational testing. He also wanted the National Institute of Education, the research branch of the Department of Health, Education and Welfare, to validate tests.

Although Professor Green's sentiments are widely echoed at all levels of American education, a follow-up educational psychologist—also from Michigan State University—put up a spirited defence for testing. Professor Robert Ebel argued that test bias in academic selection was more often helpful than harmful to minority applicants. On average, aptitude tests predicted greater scholastic success than minority students achieved.

Attempts to reduce cultural bias in tests had three limitations, he said. They were based on hypothetical, unproven, differences among cultures in the relations between test scores and the criterion of success; they thought "fairness" at the expense of "effectiveness" in selection; and they should really be applied not only to members of a cultural minority but to anyone, regardless of race or sex, who scored low on the test.

And since children who could not communicate in standard English were likely to have difficulty years ahead as adults, the tests were accurate measures.

Professor Ebel said on the question of bias that the key issue was what the tests were measuring. "When on inspection, the tests in the test appear to require the ability the test is intended to measure, the test is judged to be valid."

If this seems a shaky basis for claims of validity, it may help to recognize that this is the only available ultimate basis for validating any process of measurement.

Now else are measures of typing speed, intelligence, muscular weight, consumer price indexes, height above seas level or interstellar distances validated?

Too easily teachers took these

Finland

Coalition will
push on with
all-in schools

from Mike Duckenfield

STOCKHOLM
Plans to implement a national work of comprehensive schools, lowering the starting age to six and eventually merge secondary and vocational education are likely to remain largely unaltered despite last week's change of Government.

Finland's fifty-eighth in size, the two men in charge of education in Mr Martti Ahtisaari's new five-party coalition, Mr Paavo Väyrynen and Mr Kalevi Kivimäki, who both have been given seats in the 18-strong cabinet, are expected to try to speed up the pace of a reform which has begun to slow down considerably during the last year.

However, the Government, which was only finally agreed after intervention of President Kivimäki, following five and a half months of inter-party squabbling, is expected to give immediate priority to employment (or the threatened loss of it) and the budget.

Whether the coalition will give the long enough to take any significant educational measures remains in doubt. Both the Social Democrats and the alliance of Conservatives and People's Democrats have only guaranteed their continued participation up to the end of January.

The main educational reform is comprehensive education. The change over from the parallel system of State-subsidized municipal primary schools and lower and vocational secondary school to the new all-encompassing peruskoulu started in 1972.

However, the switch has only been made in a few areas so far, although significantly they include the capital, Mr Väyrynen's constituency, Helsinki, to follow suit next year.

The eventual aim is for an 11-year system of general education starting at six and ending at 17. After the youngsters would be able to continue with vocational secondary education beginning with a major period of general education before specialization in later years.

At 29, Mr Väyrynen, the Education Minister, is the youngest member of the Government. A scholar in welfare for underdeveloped areas, he was a Finnish television reporter before entering the Parliament five years ago.

Thought to be on the left of the party, he is a graduate in politics of the University of Helsinki and a former secretary-general of the Central Party's student association.

Like his colleague, Mr Kalevi Kivimäki, Culture and Deputy Education Minister, who has not previously held a ministry, Mr Väyrynen is a former assistant professor in politics at the University of Jyväskylä and director of the Socialist Student Association.

In theory, the new Government, with 150 of the 200 parliamentary seats, is the strongest for many years. However, many leading politicians on the right have opted to stay out of it—as has the Communist Party's sizeable Government. Mr Mäntylä's last Government, formed 14 years ago, lasted precisely eight months and 30 days.

Holland

In-service plan for
all primary staff

All primary school teachers are to take part in compulsory in-service training programmes on school curriculum development. Dr Jozsef Komarek, Education Minister, announced.

The programmes will be spread over the next five years and will cost the Government just under a billion guilders (about £100m) a year. Some 42,000 teachers are expected to take part. It is the first time in Holland that in-service training has been organized on a large scale.

PARIS

Cold comfort for 'workers' college'

from William Farr

University VIII, better known as Vincennes, is bursting apart for lack of buildings, staff and money. It is the victim of its own success; others of administrative inefficiency and left-wing politics.

Vincennes was conceived as a new university in 1968, replacing the May students' strike. Planned to take in 30,000 students, Vincennes has enrolled almost 31,000 this year. Hundreds of students squeeze into a room for 20 to 40. Some have no room at all; others who get hold of a key to a room and keep it for their own use. In recent weeks students have organized sit-downs in restaurants, libraries and public buildings all over Paris.

The university has a total staff of 415, 35 professors and 90 senior lecturers supported by 124 assistant lecturers and 164 assistants. M. Claude Friaux, the university's rector, says that in most departments there is only one professor or lecturer for 150 to 200 students.

Vincennes differs from other universities in its admission policies, its courses and use of non-academic facilities and its adoption of continuous assessment in place of final examinations.

It has had troubles on all these counts at first with the Ministry of Education and now with the Government of State for Universities. The last battle it won was over the

diploma it awards to those who have successfully completed a two-year course of study. While not having the prestige of the national DEUG (Diplôme for General University Studies) it has now been accepted as the qualification for pursuing further studies leading to a Bachelor's or Master's degree at other universities as well as at Vincennes.

Other universities admit strictly limited numbers of people who have not obtained the licence at the end of senior secondary education after a very selective entrance examination. At Vincennes such candidates undergo a simple series of tests and are interviewed by an admissions committee.

But they have to be working people of at least 24, or 20 with two years of working experience behind them. This year 42 per cent of all students at Vincennes did not have the licence.

In 1974, 68 per cent of the students were workers, 41 per cent held time and 27 per cent part time. For those who cannot free themselves from their jobs courses are repeated in the evenings and at weekends.

The university comprises 14 teaching and research units (UERs) which have replaced university faculties since 1968. Together they make Vincennes an exceptionally multi-disciplinary university of the kind envisaged by the 1968 loi d'orientation.

M Jean-Pierre Soisson, Secretary

Ministry looks
at 'see the
world' scheme

from Our Correspondent

STOCKHOLM
A scheme to finance annual two-week foreign language study trips during term-time for 5,000 Swedish 15-year-old comprehensive school pupils has been presented by Education Minister Bertil Zetterström.

If adopted, the proposed trips will cost roughly one in 20 of the age group. Coming an estimated 14m Skr (about £1.4m) the study trips would be financed by a specially created fund set up jointly by the Government and the Swedish Confederation of Trade Unions and the Swedish Central Organization of Salaries Employees. It would start work from the beginning of 1977.

During the trips, adults taking large numbers of the scheme will be able to take up to three months of study leave from their jobs. The scheme would also be eligible for State grants and would enable pupils to study for periods of between two weeks and three months.

The lion's share of the cost of the scheme—11m Skr of the total 14m—would be earmarked for the Government to cover pupils' travel expenses and local education authorities would be expected to provide the rest.

At present, most school-organised trips abroad are for geography and social science pupils. The aim of the new scheme would be not only to drastically increase the number travelling abroad, but also to encourage the trend towards internationalizing Swedish education.

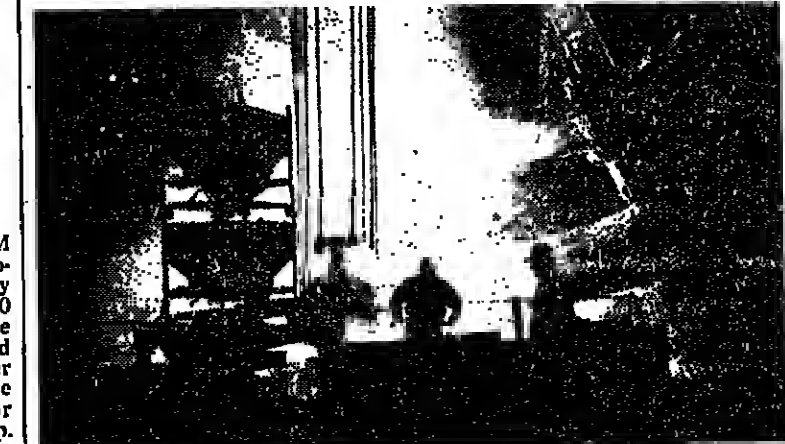
The Government's views on the subject, drawn up by the ruling Social Democratic Party, are expected to be adopted next year.

Spain

Basque building
programme

from William Chislett

An emergency school building programme for the Basque province of Guipúzcoa in northern Spain has been approved by the Government. First time it has been organized on a large scale.



Metalworkers have won the right to 150 paid study hours.

Paid study
leave makes
good start

from Dalbert Hallestein

Two years have passed since the Italian Metalworkers Union won the right of its members to 150 paid working hours annually for study. First assessments of the scheme indicate that it has so far proved remarkably successful.

The right of metalworkers to study during part of their working hours was one of the results of the bitter industrial strife which characterized 1973.

Immediately afterwards, 15 other categories of industrial workers won the right in their collective contracts.

Since then housewives and the unemployed have been included in the scheme of State union-operated adult education courses.

Almost 12 per cent of Italy's metalworkers have no school qualifications at all; in the south the rise to 16 per cent. The average of 65 per cent have their elementary school certificate (taken at 11) while only 18 per cent have completed compulsory school (14 years of age).

The workers' courses are held in State schools, generally in the late afternoon to coincide with the last hours of the factory day shift, and the teachers are appointed and paid by the Ministry of Education.

However, the unions are guaranteed the right to make their own selection of study programmes.

Courses are taken over a five-

month period totalling 420 hours, consisting of the 150 paid working hours, 120 unpaid hours of working time (a concession won in an earlier contract), and 150 afterwork hours.

Since only 2 per cent of the workers in any one firm are allowed to attend the courses at the same time, only those who have a real need to continue their basic schooling are generally chosen by the selection committees, which are run by the unions themselves.

The first priority is given to illiterates, and the literacy courses which have been held so far have given satisfactory results, according to studies just published.

But by far the majority of workers have enrolled in courses designed to complete the cycle of compulsory school education. Any literate worker may follow these courses which, after five months, entitle him to the school leaving certificate, normally taken at 14.

A study just completed by the Social Investment Study Centre (CENSIS), estimates that in 1974 the first year of the programme 14,237 people were enrolled, of whom 9,327 were from the north, 2,819 from central Italy and 2,091 from the south.

This year total enrolments have increased to 38,790, of which 19,665 are from the north, 6,177 from central Italy and 8,948 from the south.

Of the 14,237 enrolled in 1974, 11,198 finished the "completion of compulsory school" course successfully. The remaining 3,039 candidates who failed to complete the course, were not, however, victims of the final "exams" (which are more formal than the previous ones) but were the result of a 21 per cent drop-out rate which the unions claim was due to organizational growing pains.

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A pecking order for British universities

The Times Higher Education Supplement
on sale at newsagents today, price 12p

Sport

City to pull out of youth games

by Asif Khan

Coventry Education Committee may not stage the 1978 International Youth Games in the city after all—because of lack of funds. About 500 boys and girls aged 15 and under from all over Europe, including the Eastern block, were expected. The games, which are held every two years, include athletics and swimming.

Although the council's own swimming pool is up to Olympic standards, their athletics stadium does not meet international requirements. They would have had to build a 400-metre international standard running track at a cost of about £250,000.

Because of this and other expenditure involved the education com-

mittee decided not to ask the civic international relations and curriculum committee to sponsor the games. The event would have cost more than £5,000.

The education committee also agreed not to send a Coventry contingent to Geneva for next year's Youth Games unless the trip can be made self-supporting. In the Youth Olympics at Dornstadt, West Germany, in August the Coventry team won first places in athletics and swimming and gained 48 medals, including 20 gold medals.

This was a vast improvement on their performance at the games in Graz, Austria, in 1972, when they won four gold, three silver and two bronze medals.

Under-14s scale the heights

School badminton officials were encouraged by the high standards reached in the recent national under-14 championships at Stoke Mandeville, the first event of its kind for this age group.

Although the 150 entries were unimpaired by the various areas of the English Schools Badminton Association the championships were something of a voyage into the unknown. But the big turnout and the high quality of play have encouraged the ESHA to bring the venture back to Stoke Mandeville next season.

Alan Plater (Derbyshire) beat Michael Catermole (Hereford-Worcester) 15-13, 15-7 for the boys' title and the girls' winner was Gillian Clarke (Ashford Kent) who defeated Sally Donling (Huntingdon) 11-4, 11-3.

Miss Clarke was also in the doubles final with Laura Lanning, but they went down 17-18, 15-6, 15-8 to Judith Parr and Gillian Pringle (Merseyside). Nicky Sargeant and Richard Outercliffe (Essex) teamed up to win the boys' doubles 15-10, 15-8, against N. Fenton and S. Perry (Derby).



DOWN LAMBETH WAY: Six-year-old beginners turn out for one of the borough's gymnastics courses at Stockwell Hall.

In brief

Powerless

Elections are to be held next year for student representatives and undergraduates and one graduate on the council of Cambridge University senate. But the student elections will not have voting rights.

Cooperation

The Universities of Keele and Exeter are to cooperate in running a training programme for industrial managers within the National Health Service. They have received a grant from the Department of Health and Social Security.

Musical success

After only a term together, Sunningdale and Orchestral, which is composed of school musicians, will first place in the Amateur Orchestral (open) class at this year's World Music Festival. They won the Burch Cup and an honour certificate with 95 marks out of 100.

Back to independence

Culford School, Bury St Edmunds, Suffolk, is in a process of re-establishing its status as an independent school. The governors are to create a human system which will be open to boys and girls, boarders and day pupils.

Schoolmaster's gift

Mr Eric S. Edges, a retired schoolmaster of Newcastle-under-Lyme, Staffordshire, has presented his collection, consisting of over 1,000 specimens of dried plants, to the biology department of the University of Keele.

Careers lectures

How to become a barrister, an ornamental therapist, a mining and oilfield secretary are among the 70 topics to be covered by the year's LEA Christmas lectures for sixth formers which continue until January 15.

Photographic analysis

A 12-week course, "Analysis of the Photographic Image", for teachers of photography in secondary, further and higher education runs on January 20 at the Polytechnic of Central London's school of communication.

Trade course

More than 770 students have enrolled at 35 colleges and polytechnics in the United Kingdom for the first year of the new foundation course in overseas trade. The course is a two-year programme of study in the business and economics of the British Overseas Trade Board, which has been developed by the Institutes of Export, Freight Forwarders, and Shipping Executives.

Still expanding

In spite of cutbacks, nearly 40 British universities have announced new courses for the 1976 academic year, according to the 1976 Academic Yearbook, published by the British Universities Association, 117, Haymarket, London, W1Z.

Principal of the Haverhill College, Desford, Leicestershire, is principal of the new third year College, Shephard.

Universities

Professor K. N. Willmer, Fellow of Clare College and emeritus professor of history, Cambridge University, is to receive an honorary fellowship in the department of zoology at Newcastle College of Wales, Aberystwyth.

Professor M. Croft, senior lecturer at the University of Exeter, is to receive an honorary fellowship in the department of education at La-Trebe Goldsmiths' College, Melbourn, in the chair of education and research in Goldsmiths' College.

Dr R. H. T. Edwards, lecturer in the Royal Postgraduate Medical School, is to receive an honorary fellowship in the department of medicine at St Thomas' Hospital Medical School.

Dr B. Lewis, senior lecturer in the Royal Postgraduate Medical School, is to receive an honorary fellowship in the department of chemistry at St Thomas' Hospital Medical School.

Professor A. J. Strathern, professor of anthropology at the University of Papua, New Guinea, is to receive an honorary fellowship in the department of anthropology at the University of London.

The Rev T. Hughie Jones, vice-

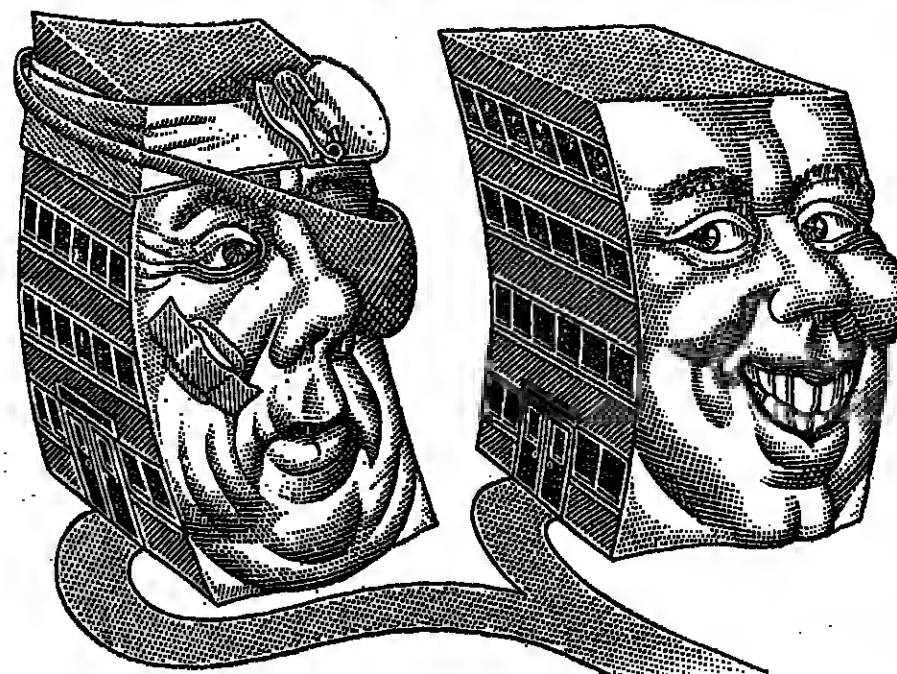
18/19 Community work in Liverpool

20 Child psychology

21/24 Books: education; religion; literature; technology and craft textbooks

25/26 Resources: mathematical games; o/v aids

Devils or angels?



Arthur Giles looks at

the question of discipline after visiting some English and American schools

tical structure. While giving considerable discretion to senior staff such as housemasters, who offered a strong personal lead on specific issues—namely the anti-smoking campaign, which aimed to replace unimpaired dockland speech with long-term conductive to good tempers and untrayed nerves. Her theory was that the civilities of life contributed to a civilized atmosphere, an essential prerequisite for good discipline. Her method, in the context of a personally-led courtesy campaign, was to suspend from classes any pupil uttering abusive words and to take up such cases in direct with parents. She got on well with dockers' wives, she said. Some of her own staff got on badly at first at such a campaign, but it made its mark and its contribution to harmony.

There were well-structured channels of communication: a staff association with an elected chairman, a friends of the school association incorporating parents and former pupils of the constituent schools, and a pupils' council for each house. All this was essential groundwork, but the day-to-day disciplinary problems were not forgotten. There was a nursery of sanctions and disciplinary techniques: housemasters' reports, house and departmental detentions, conduct books in staff rooms and a punishment with the dread title of "isolation", which in practice meant separation from one's friends. A happy school did not mean no disciplinary measures, but it meant they were unobtrusive.

The head projected the image of "an affectionate but firm disciplinarian" in her school of over 1,400 pupils. I first saw her clapping in a group of teenage boys and girls in a corridor. She was clearly not the stern, steady-handed figure that heads of large schools are often thought to be. She based her staff relations on the principle that being bossy or authoritarian was not a good thing. She cultivated a good human relationship, without neglecting the strong disciplinary framework necessary in any diverse community of pupils of its standards and its discipline. She believed in "discipline" and was impatient with those who thought it was a matter of curriculum or teaching methods.

She had created a house system; appropriate to the realities of the school's scattered accommodation, rather than a strictly vertical system.

He worried about the disciplinary problems of his nine probationary teachers and discussed their difficulties. He had that valuable ability to see many points of view, and his staff knew that his response would be practical and helpful. His understanding of the demands of an effective house system, which must avoid the awful dangers of separating disciplinary, pastoral and academic concerns, led him to give his housemasters half-linealities, which enabled them to give the help to teachers and pupils which large schools often fall down on.

He countered discipline by pupils with two practical measures—the establishment of a school "council" staffed by a teacher and social worker, and the introduction of a "withdrawal room" for short-term relief from a highly charged classroom. He took a direct part in running both, and they were clearly within the orbit of the school's organization and concern, rather than neutral colonies for the rejected.

The school as a whole was strongly led in the direction of the "work ethic", and examinations were seen as an important incentive to effort. The participatory structure was strong and the questioning of assumptions constant. Here was a lively and well-led community tackling its difficulties in a liberal spirit of partnership.

Not all "successful" schools are progressive and participatory. I saw one highly regarded, newly established comprehensive in the industrial Midlands which did not "believe" in pupil councils, which adhered rigidly to a system of "control" and "punishment" which made no bones about its use of corporal punishment and regarded the year system as a much more efficient control mechanism than the pasturally-oriented house system.

Of all the English schools I visited, this had the most explicit policy for all years—old and new—underwritten by the signatures of parents, though not by the signatures of pupils—in spite of the 13 to 18 age range. American schools tend to deal directly with their pupils on such issues (with parents confining the "control"), whereas too many English schools appeal to parents over the heads of their teenage children, thus losing an opportunity to establish the mutual confidence of school and pupil so necessary for good relationships.

American high schools have such more experience of a broadly comprehensive intake. In many states most young people are educated up to the age of 18. There are startling contrasts in the standards and resources of American schools: I saw the extremes of lavishly equipped suburban schools with high academic standards, and down-town schools in rundown areas with high illiteracy and truancy rates struggling along with Federal aid.

But what stood out in most schools was the urgent drive for "participation". In spite of all their soul-searching, and all their fierce competitiveness in sport and in grades, there was a much more democratic atmosphere than in English schools. I do not mean only the friendliness of administrative staff, but also the vitality of the student councils and the characteristically uninhibited student elections.

I found little evidence in Middle America of the "permissiveness" which the English traditionalist tends to associate with pre-colonial American youth. Indeed, I found disciplinary codes strict and well-defined, often with prescribed penalties, but frequently worked out with the active cooperation of student representatives. I was surprised to discover the extent of "suspension" as a penalty: 127 cases in a full year in one high school with a favoured catchment area. I was equally surprised to discover the extent of corporal punishment in the shape of "padding", still practised in three of the four states I visited.

I was impressed with an "alternative school" I saw in Virginia. This was a miniature comprehensive high school, wholly financed by the local school board, which owed its foundation to a progressively-minded young teacher, formerly on the staff of a conventional high school nearby. He wanted a school for the rebels against the conventional discipline of the established schools. He believed that one of the crucial tests of a civilized community is how it treats its "non-conformists". He wanted a school for "young people wanting greater control over their own education".

His triumph was to convince his school board that this was a positive contribution to the problem of the school rebel and the school drop-out. He was allowed to take over a disused elementary school building and recruit his own staff, all of whom were committed to his democratic and participatory ideas.

The provision of some alternative schools with different styles of leadership and organization could be a valuable way of extending choice within the existing system. There must be many English teachers of similar inclinations, who fret and fume inside the inflexible structure of the traditional school, and who would willingly come to terms with the demands of an enlightened local authority if given the chance to run an experimental school on these lines.

Apart from isolated and untypical cases, violence and vandalism arise from disordered schools. Though such schools contain difficult pupils, their containment, control and rehabilitation within a caring community depend upon the ethos, leadership, organization and dedication of the schools and their staffs. Where relationships are strained, staff are harassed, nerves are frayed, objectives abandoned and standards collapsed, indiscipline abounds and "difficult" pupils become unmanageable and indefinitely anti-social. But students of human nature know that a devil in an aggressive environment can be an angel in a caring, calm and constructive one.

English comprehensive schools should emulate the best of their American counterparts in working out a philosophy. They should make it known to their customers, the parents and pupils, who in any case should participate in its formulation. If head and staff are at odds on the fundamentals—on authority, on democracy, on participation, on moral and personal leadership—the school is unlikely to operate as a harmonious and happy community.

Arthur Giles is senior tutor of Peers School, Oxford, and a former chairman of the Liberal Education Association. He has just completed a sabbatical year at the Oxford University Department of Educational Studies.

Skill—the missing element in British football

by Stanley Levenson

Concern about the nature of schools football continues to bounce around in the professional world. The latest to air their views are Mr John Bond and Mr Ken Brown, manager and assistant manager of First Division Norwich City.

Like all graduates of the famous West Ham "football academy", they are firmly wedded to a philosophy of positive, attacking football but are worried about the general lack of basic football skills.

This is very evident in the professional game, especially when Football League teams meet Continental opponents. Those have far better ball control although they often lack the speed and power to which the British game is entitled.

Mr Bond and Mr Brown believe that not enough is done at school level to remedy this defect. "We don't blame the schoolmasters," says Mr Brown. They do "a wonder-



John Bond: concerned.

ful job" but they are responsible for many sports.

On top of this, much schoolboy practice is in low roughs 30 or 40 yards chasing one ball, which does not

do much except give the boys exercise," says Mr Brown. Abroad, boys work in much smaller groups, four or five with a ball.

The Norwich pair believe that much more could be done by professional players, in many parts of the country they help with coaching in schools. In Norwich, however, schools do not seem to have the money to pay their fees.

A year ago in the TES Mr Don Revie, the England manager, said that the number of really skilful professional players was very small. Criticism is not of schools football as such—the standard is high—but of the missing element of skill at all levels.

The English Schools' Football Association are conscious of defects. Normally they confine themselves

to organizing competitions, leaving coaching to the schools, but now they say of the issue at 13 age group: "It is in these years that a boy's initial love for football should be engendered, his early skills encouraged and the fundamentals of good sportsmanship inculcated."

This advice is heeded at the back of the 1975/76 ISFA handbook, but its very appearance suggests that things may be moving in the right direction.

PE and mental stress

The University of Salford has received a grant of £9,750 over three years from the Leverhulme Trust for a study into the alleviation by physical exercise of the effects of mental stress.

Director of the Schools Council/NFER project "Education for a Multiracial Society".

Appointments

Schools

Mr L. J. Fleming, deputy head of St Kevin's Comprehensive School, Kibby, Lancashire, to be head of Bishop Vaughan School, Plymouth.

Miss Anne Savill, vice-principal of the Bosworth College, Desford, Leicestershire, to be head of the Wandsworth School, Ipswich, Essex.

Mr J. T. Shepherd, upper school tutor at Cullion Hill Comprehensive School, Wolverhampton, to be head of Edgely College, Bideford, Devon, in succession to Miss Mary Shaw, who is retiring.

Mr Peter Slowe, head of Riversmead School, Chesham, Hertfordshire, to be head of the Cedars Upper School and Community College, Linslade, Bedford.

Miss C. M. B. Radcliffe, head of the classics department, Bromley High School, Bromley, Kent, and president of the Association of Assistant Mistresses, to be head of Hull High School for Girls, in succession to Miss H. W. Thompson, who is retiring.

The Rev T. Hughie Jones, vice-

SPECIAL ANNOUNCEMENTS

SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

PROPOSALS FOR A COMMON SYSTEM OF EXAMINING AT 16+

It has been decided to extend from 29 February to 31 March 1976

the period for the submission of comments on the Report

People

Mr John Cassels, chief executive of the Training Service Agency, has been appointed to the newly created post of director of the Manpower Services Commission. Mr K. R. Cooper, chief executive of the Employment Service Agency, succeeds him as chief executive of the TSA.

Mr David Benedicte, novelist and playwright, has been selected by the Greater London Arts Association and the London Borough of Sutton to be writer in residence at the Central Library, St Nicholas Way, Sutton, Surrey. The fellowship is for nine months.

G. K. Coates, registrar of the University of Oxford and formerly joint Secretary of the Schools Council, has been appointed chairman of the Council of the National Joint Tutor for Careers Education and Counselling.

Dr David Milnes, department of psychology, University of Bristol, is to succeed Jane Derrick as direc-

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24 Books/Technology/Craft

BAKED MEATS ON ICE

O. F. G. Kilgour

Elementary Food Science. £1.95. 0 7135 1907 X. *Advanced Food Science.* £2.20, 1908 8. By Roy Hopwood, BSc.

Both these books are aimed at students of baking and meat technology preparing for diplomas and certificates at the basic and advanced levels in technical colleges. Mr Hopwood writes specifically for the technician and craftsman, fully meeting their needs through his own teaching experience, and an understanding of their examination requirements coupled with those of food manufacturers as employers.

Roy Hopwood has achieved what many educational purists consider is virtually impossible by including the physical, chemical and biological aspects of his subject in the space of 375 pages. Students from non-scientific backgrounds will not be discouraged by the theoretical content, and will be greatly interested in the practical applications and outlines of practical procedures found on every page which are relevant to their daily work.

In deciding on the content of his books Mr Hopwood has wisely been guided by the needs of the food manufacturing industry which leads to an emphasis on microbiology seen in the second book, and with general discussion on physical-chemical topics elsewhere. It is a creditable achievement showing co-operation between the factory floor and the college laboratory bench.

There may be reasons for producing the two separate texts, but when combined together they offer no more than a small introduction to the subject; the title *Advanced Food Science* appears to be a misnomer.

A valuable feature of the two books is the collection of over 500 questions, set at the end of each chapter, while samples of past question papers from various examining bodies at the end of each book will ensure that all readers will be familiar with the format and style of the examination they are entered for.

The indexes are poor and are a

diservice to the rest of the text; although intended for bakery and meat students, no entries appeared under bread, or meat. Invariably in a first edition there are imperfections which are not entirely the responsibility of Mr Hopwood but result from poor editing which does not place his writing to an advantage. Why has so much useful and interesting material been crammed into pages 70, 71 and 72?

The author has not succeeded in grasping the nerve of SI in using the system throughout the text; kilocalorie, calorie and "kilogram calorie" are not acceptable energy terminology in 1976. Fat is an unsuitable heading for a section dealing with lipids. In the second book, figures 12, 18 and 19 showing the sinners rammed well down the back will cause offence to practical workers.

Freezer Facts. By Margaret Leach. Forster Publications, £4.75, 0 901762 20 2.

The title page states that this book was edited, revised and written by Margaret Leach; it also states that eight others contributed. On the contents page it is seen that Margaret Leach is the author of only three chapters, the eight contributors having written the other eight, and two have helped with the format and index.

Margaret Leach's first chapter deals with the historical background in a very brief manner, commencing with quotations from the Old Testament and Chinese poetry. Illustrations of home freezers, and ends with a Hindu proverb. The two other chapters are concerned with the practical aspects of owning, selection and care of home freezers, together with food freezing methods dealing with selection, preparation, freezing and use of foods. Both chapters provide useful and interesting information of practical value to housewives, caterers and students of food economics. An interesting feature is the recommended varieties of vegetables suitable for

freezing, of particular value to those who grow their own.

Margaret Leach writes in a practical way concerning the range and suitability of plastic and metal materials as food wraps, bags, boxes, self-cling and metal foil; while Janice Millrose provides a clear, practical account of the cook-freeze process in her contribution on freezing within the school meals service. This chapter has much to commend itself to other caterers.

Theoretical aspects of food freezing to meet the needs of those academically interested in the subject are dealt with in six chapters commencing with Angus Ryan's principles of refrigeration, electrical circuitry, freezer construction and calculations. This interesting elementary account suffers its major defect in the entire use of Imperial units and unsightly disregarding metrication and the existence of SI.

A well illustrated and clearly written account of the physical and structural changes occurring on freezing and storing food is provided by Margaret Hudson; this is followed in a similar vein by Carol Shaw's chapter on the chemical changes occurring in frozen foods. Carroll Leuillette's contribution on the nutritional value of frozen food does not manage to emulate the style of the foregoing chapters and will not capture the attention of academically minded home owners.

Food microorganisms in nature, fresh and frozen foods, together with the hazards in foods are dealt with in a stimulating, interesting manner, well supported with tables and illustrations by Robert Davenport. The economics of the home freezer is a chapter succinctly written and accompanied in a clear, convincing, illustrated factual style by A. J. Abbott who together with Robert Davenport provide the better chapters of the book.

Faced with a choice of many existing books on freezing food in the home, some of which are given in the bibliography, the serious student and homeowner will be deterred by the very high price of the book, otherwise it can be recommended as a useful theoretical and practical

NEEDLES AND PINS

Helen Stanley

Making and Designing Clothes. By Cecile Miles. Pitman, £1.75, 0 273 007211.

The author's aim is "to arouse and encourage an interest not only in making, but also in designing clothes", and she considers that "a good working knowledge of how clothes are made is very necessary for successful designing". Cecile Miles therefore devotes two thirds of the book to basic dressmaking processes and the remainder to both basic and more advanced flat pattern development techniques.

The author has set herself an ambitious task as each subject is vast and intricate and deserves more thorough treatment in a book by itself. New styles can be created by drawing various yoke and style lines, by slashing and moving darts, but this is a long way from designing clothes and it is misleading to call it that.

However, it is apparent that the author has a profound knowledge of her subjects and the dressmaking section in particular holds some good advice. It covers a great number of processes, for taking measurements to hand stitches, seams, hems, openings, sleeves, cuffs and collars to linings and more. The pattern section gives instructions on bodice, skirt and sleeve adaptations, and among others, necklines and collars. The diagrams in this section and the one-eight scale pattern pieces are rather old-fashioned. Imperial and metric measurements are used throughout.

does not appear in colour as in the last book and the introduction is entirely omitted. Thus the text and drawings begin somewhat unappetisingly, without the author having stated her objectives. The index is a valuable addition.

This book is packed with information on all facets of fashion design: the influence of factors such as fibres and fabrics, including leather and fur, on design; manufacturing techniques and processes; the function of a garment; the influence of fashion on dress; the part that necklines and collars, pockets and sleeves play; dresses, jackets and trousers; nothing has been forgotten. But most important, the book shows the reader how to draw a dress, with countless sketches of designs, clothes and it is misleading to call it that.

Good Housekeeping—Needlecraft 1. Book 1. Basic Sewing. By Lorraine Mirelle. Ebury Press, £1.85, 0 85223 071 0.

This book is written primarily for the young beginner of dressmaking. The author understands just what the fashion-conscious teenage wishes to know and talks to her readers with ease and authority. The text and instructions are clear, uncluttered by jargon, alive with fashion flair and common sense. Advice and tips are well supported by many delightful and humorous illustrations.

The groundwork is skilfully laid in six progressive parts from Design to the Beginning, Sewing Made Simple and Basic Methods to the Professional Touch with advice on trimmings and accessories.

A new subject and skill requires a working knowledge of its vocabulary; the author has listed all the important words and terms at the end of each chapter and the meanings are clearly explained in the eight-page glossary at the end of the book. The book is entirely metric and has a good index.

The Technique of Fashion Design. By John Taylor. Batsford £4.50, 0 7134 3009 5.

This book is among the best studies on fashion design and appears to be a completely revised edition of *The Techniques of Dress Design*, published in 1966. Large parts have been redrawn and rewritten with new, contemporary illustrations. Regrettably, no doubt for reasons of economy, the section on Colour

PLASTER CAST

L. L. Laurence

Creative work with Plaster. By Warren Farnworth. Batsford, £2.95, 0 7134 2908 9.

This book is packed with photographs, good supportive text and there is a refreshing lack of padding.

The technical details are particularly informative and will be welcomed by those who have no previous experience in working with plaster. The technical section deals with mixing, setting times and the retarding and accelerating of setting times, hardening, colouring and waterproofing. A later section deals with polishing, cleaning, sealing and surface texturing.

The section on cast forms indicates how even the student with minimum ability may achieve a worthwhile result. The book progresses to cover textural effects, casting from surfaces other than clay, three-dimensional moulds, the use of manufactured objects as moulds, carving techniques, embedding, plaster collage and the use of armatures.

Through the photographs, which illustrate the work of both school children and recognized artists, the creative potential of the material is well shown.

The book concludes with a helpful list of suppliers. This work thoroughly explores the possibilities of heating with plaster. It is informative and instructive. Teachers should find much in this work to suggest interesting and rewarding projects.

ENGINEERING

C. W. Tonkin

Engineering Drawing and Design for Mechanical Technicians. By D. E. Hewitt. Macmillan, £3.33, 333 15461 4.

This book has been written for technicians preparing for current City and Guilds and ONC examinations and to serve probable new TEC courses. A new subject and skill requires a working knowledge of its vocabulary; the author has listed all the important words and terms at the end of each chapter and the meanings are clearly explained in the eight-page glossary at the end of the book. The book is entirely metric and has a good index.

The opening chapter, detailing the functions and work of the drawing office, provides a good introduction for the drawing student. The technical drawing involved being mainly in questions set at the end of the chapters.

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BRITISH STANDARDS

Allan A. Edlund

Technical Drawing for Today. Book 1. By Terence Driscoll. Macmillan Education, £1.20, 333 19990 4.

A style sometimes used by authors of textbooks is one of writing direct to an individual student, as if the books are transcripts of actual lessons. *Technical Drawing for Today* is written in this style. It seems intent on taking away the necessity for a teacher at all, or at least until page 86 is reached, where the need for his presence is acknowledged by "When in doubt ASK YOUR TEACHER FOR ADVICE". However, the style does allow each student to work at his own speed and yet feel that he is not neglected in any way.

The students Terence Driscoll is teaching through his book are in a warmer climate than Britain's, so they will treat the illustrations of mud-walled thatched huts as commonplace, their sweetie hands as natural, hazy, and drawing boards made by local craftsmen as inevitable.

The book is packed with instructional text and diagrams as well as many problems to make the student familiar with the work required for O level examinations. This first of two books includes chapters on introductory methods and techniques, sketching, dimensioning, sections and plane geometry.

The drawings on which the problems to be solved are based are drawn full size and the orange-tinted paper is clearly shown. It is perhaps in naming for clarity that the book could confuse the student. Outlines have been primed heavily, 1.5mm in width of line, yet the reader is told to use a very sharp pencil. Similarly, in the "section lines" should

be outline thickness" yet outline lines are printed twice the thickness of section lines.

This Book One was published in September, 1975. It is unfortunate, particularly in view of its title, that it does not conform to the latest BS practice for identifying a cutting plane. The Book Two will put things right before the student completes his O level course.

Technical Drawing for CSE (New edition). By T. H. Hewitt. Blackie, £1.40, 0 216 88015 7.

A successful text book, if it is to remain successful, must be up to date. In a subject like technical drawing it is important that students are familiar with, and work according to, the British Standard recommendations, where obsolete and firmly in essential. Such conformity is expected by examining boards, so a book which attempts to meet the aims common to courses leading to the CSE may need to be revised to comply with current BS practice.

T. H. Hewitt revised his original edition in 1968 to prepare for the change to the metric system. Now further changes have been made necessary by the revision of BS308 Engineering Drawing Practice, mainly in the style of line indicating a cutting plane. Symbols for first-angle or third-angle projections have been introduced.

IMPRESSION

Rosa M. Young

Imaginative Printmaking. By Roger and Glenda Marsh. Pitman, £3.95, 0 273 00489 1.

A number of books have been written about printmaking and this one is a little new to the field. It does touch on every aspect of printmaking and is well illustrated with photographs and drawings. Preparation, equipment and working methods are covered and there is a list of suppliers. Beginning with thumb and hand prints, the book goes on to show potato cuts, wood cuts and other block printing from linocut, clay and plaster. Printing from scrap materials is demonstrated and examples include designs using the edges of rolled or folded paper which give a pleasant linear quality to the prints.

The uses of a printing press are mentioned and the method for making screen prints. The importance of correct registers when making multi-coloured prints is stressed with diagrams to show how this is achieved. Mono-printing and printing from rollers are included, also drypoint, grain printing and linocut. It is unusual to find rubbings in a book on this subject and when the authors call a "water printing" will be familiar to most who have taken a print their ink-chino is valid.

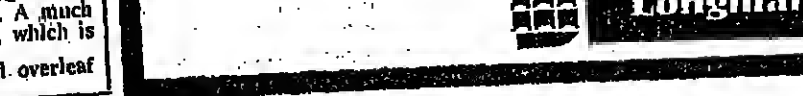
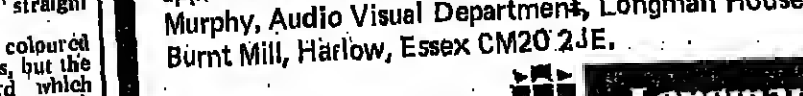
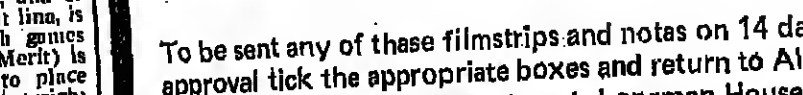
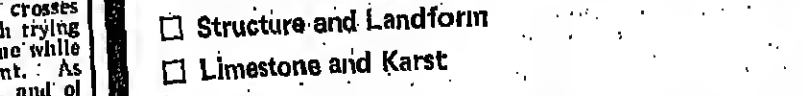
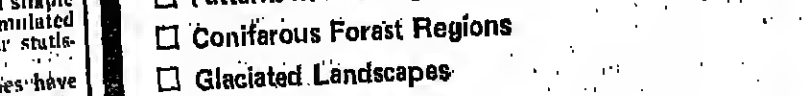
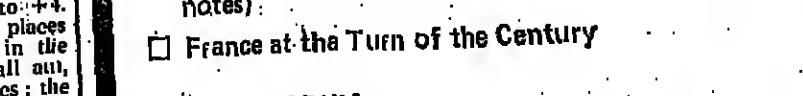
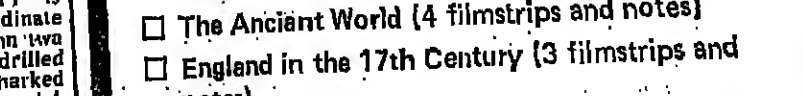
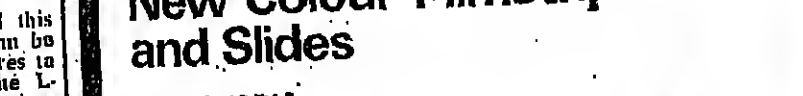
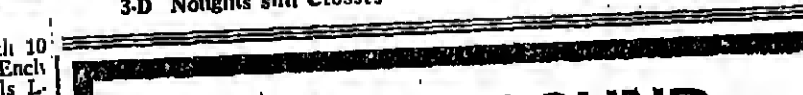
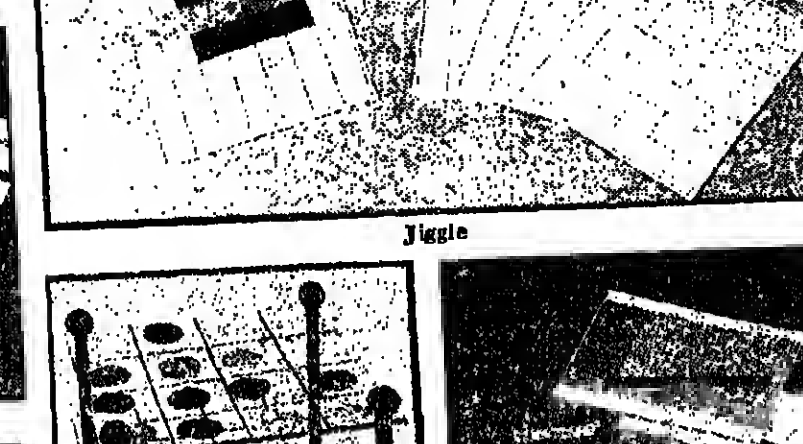
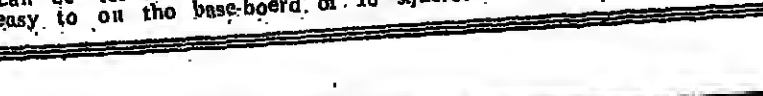
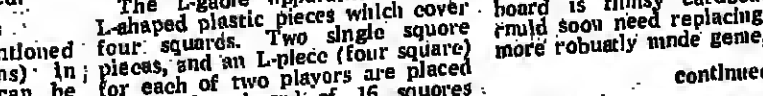
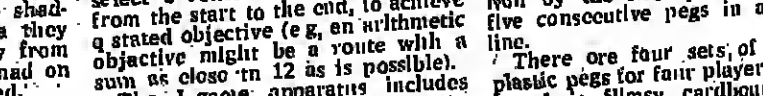
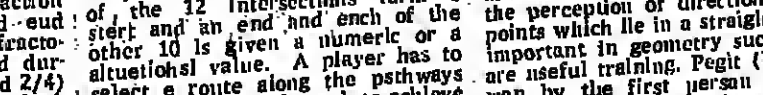
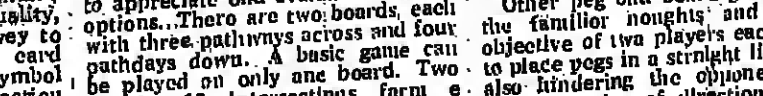
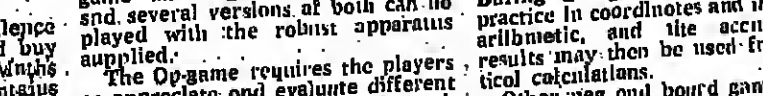
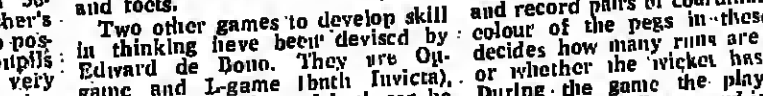
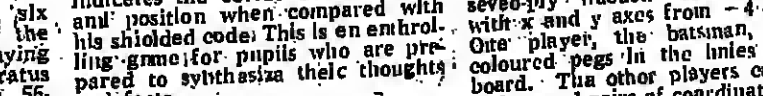
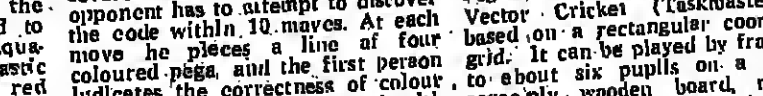
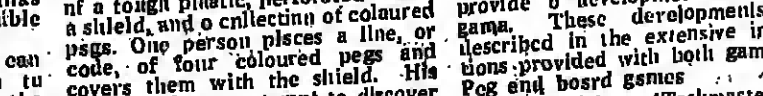
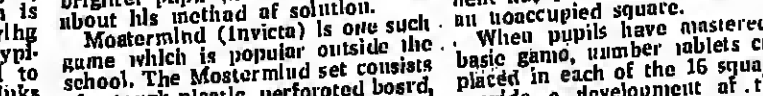
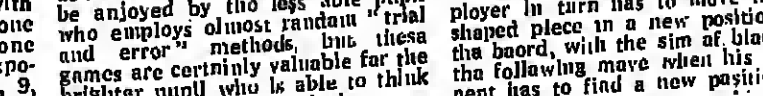
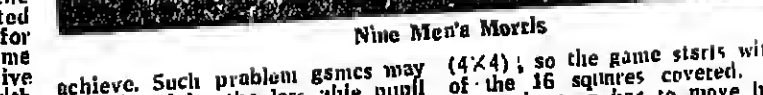
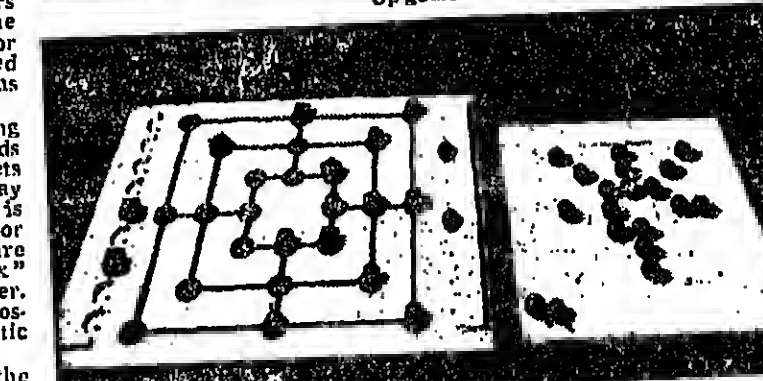
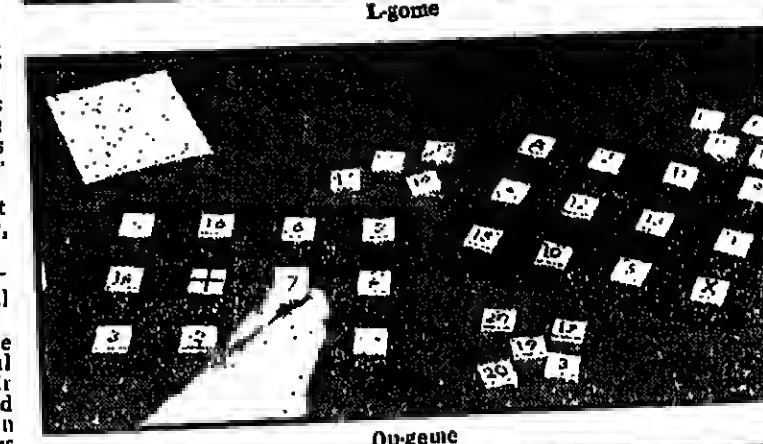
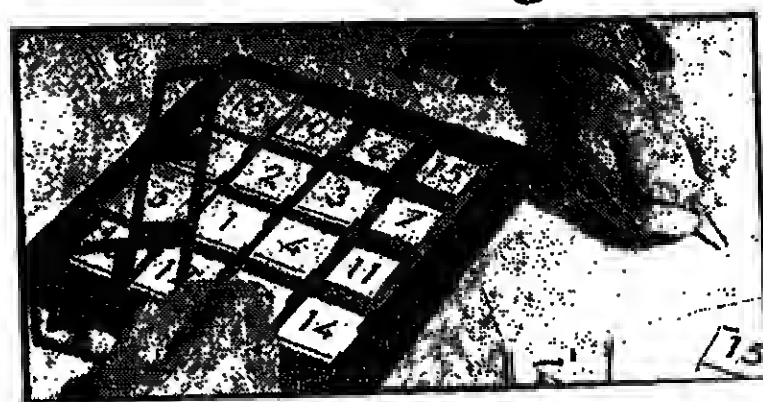
This book is intended more as an introduction to printmaking than a comprehensive treatise. No one aspect is explored or any great depth and the serious student may need to do further reading. As a survey of the wide scope of activity possible under the general heading of printmaking this book is good value and the illustrations of finished prints should stimulate interest.

continued overleaf

25 Resources

In the second of two articles on mathematical games, Peter G. Dean looks at games which can be used to get across more advanced principles

'Secret magic of numbers'

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To be sent any of these filmstrips and notes on 14 days approval tick the appropriate boxes and return to Alex Murphy, Audio Visual Department, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

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26Resources

A. H. CROCKER and JOHN FREEMAN review audio-visual equipment

Projector progression

continued from previous page

also more versatile, is Nine Men's Morris (NSA). Two players each have nine plastic pegs (two spares are supplied) which have to be placed or moved in turn lines of three in a strong twenty-four hole wooden board.

So far these games have been played on a two-dimensional board, but no teacher should omit to buy three-dimensional mounds and losses if he has mathematical games in the school. Several firms supply this game, and 3-D mounds and losses (Taskmaster) is a good example of the 4x4x4 version.

Area and shape

The first two games about area and shape ask the players to cover a rectangular board with cardboard pieces of different sizes and rectilinear shapes. The most attractive, and best produced, is Jiggle (Galt). There can be four players. Each player in turn throws a pair of dice, picks up the corresponding shape (for example, if he throws five, two he picks up one shape of area five units and one shape of area two units) and adds them to his board to try to completely fill it. The rules of the game are clearly stated with three variations and in four languages.

The second game, Made to Measure (Taskmaster), is dull by comparison because of the lack of vital colours, and the boards are made from terrible flimsy plastic. This is a pity because it has more potential for giving mathematical experiences. Instead of using dice, the players ask for certain rectangular shapes from the banker. Each shape is marked with the length and width in centimetres, and rulers are provided to measure the spaces still to be filled on the board. When the first of the two or three players has filled his board he has won.

The next three games use various three or four-sided plastic shapes which can be placed together to give different patterns. The Maths Puzzles (Metric Aids) suggests 57 patterns, but little mathematics is drawn from this suggested play. The set of Six Tangrams (Invicta) makes a much fuller use of the opportunities available.

For each tangram there is a worksheet which leads the pupils to discover patterns, relationships and focus. For the teacher there is an answer book. The tangrams are supplied as stamped plastic sheets which divide accurately into the separate shapes and the plastic looks hardwearing.

A similar plastic is used for the nine sets of shapes in Edward de Bono's Sequence Blocks (Invicta). And the rules are also similar. Each set is coloured and lettered, and then each member of a set is numbered to give the order in which they should be placed together. The design of the whole game is extremely thorough, with teacher guidance the individual or group forms patterns, tries to add on another shape, maybe modifies the original arrangement, and produces other satisfying and symmetrical patterns. With its well written booklet, this game is also recommended.

When used by the teacher or pupil in the school, there are two problems common to most of the apparatus described in these articles: How do you know if any part is missing? and how do you identify solitary pieces which are left on the shelf or table?

A few manufacturers try to be helpful. In the game Equations (Science Systems) the booklet not only lists the apparatus, but also describes it (for example, "12 red cubes, printed with 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 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993, 994, 995, 996, 997, 998, 999, 1000).

Elite Overhead Projectors: Elite Viewrite LV 186.15, Elite Viewrite PLV 194.47. Scroll units and accessories £3.49. Copying bag for PLV £4.95. Elite Optics Limited, 354 Camphill Road, Cardiff CF4 4XJ.

Elite Optics manufacture three models of overhead projector all of which are competitively priced. The first Viewrite, which used a 650-watt lamp, fed directly off the mains supply, is still available. The Viewrite LV, introduced some years ago, was the first overhead projector to use a 24 volt 250 watt lamp, and is also still available. More recent is the Viewrite PLV, which is similar to the LV, but made so that the head and support just may be stored inside the main base.

The use of the 24-volt, 250-watt lamp in overhead projectors has many advantages. It is less expensive than the mains voltage lamps more commonly used and more reliable, which also reduces running costs. The light from these high current lamps is whiter than from the mains lamps and the picture is clearer. In their filament construction, 24-volt 250-watt lamps are smaller than mains lamps and so a greater proportion of the light produced gets through the optical system of the projector and on to the screen. For this reason an obj with one of these lamps can provide as much light as one with a lamp of 600-800 watts rating run at mains voltage.

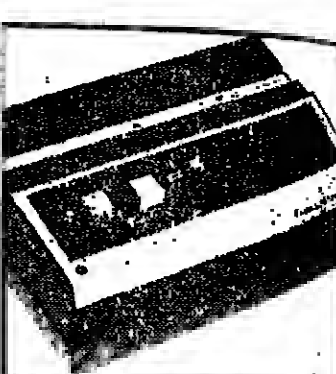
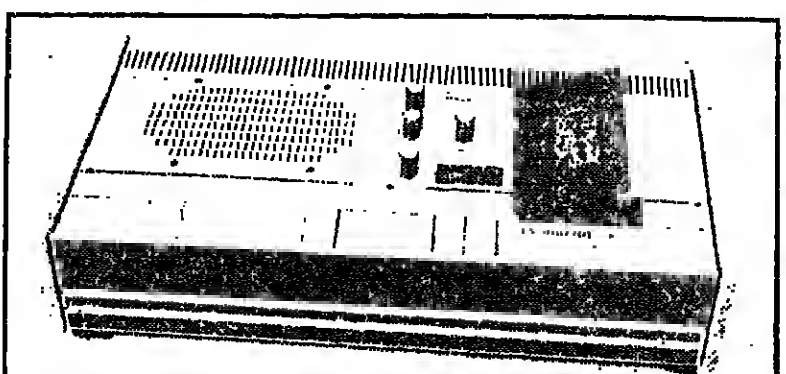
A further advantage of the small filament and the more efficient use of the optics is a better picture definition. Finally, the 24-volt, 250-watt lamp used is the type A1/223 which is the same as is used in many classroom projectors in use including Rank-Aldis, Tinnor 2, Hanninex Syllabus 4000, Malvernarm SAV 5000, Wildscope and Uniscope 250.

As would be expected in a cheaper overhead projector, the standard of the optical components of the Elite models is not the highest. More light output is possible with the same type of lamp, but what the Viewrite LV and PLV achieve is sufficient for most school requirements. Otherwise, picture quality is good, and even with the single element lens projection heads, lenses, little in the way of defects can be seen. The PLV, which is supplied with a single element 290mm. With the 290mm lens head, a 1.5m square picture is needed. The other heads, which can be supplied for the Viewrite LV are a two-element 255mm lens giving a 1.5m picture at 2.44m; and a 310mm single-element lens, 1.5m picture at 2m.

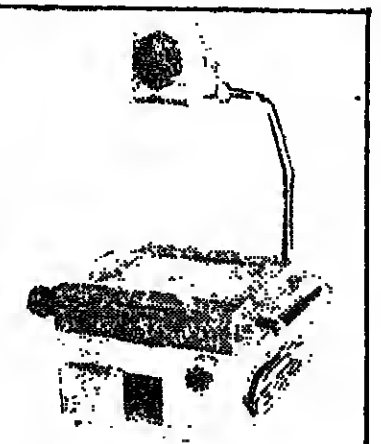
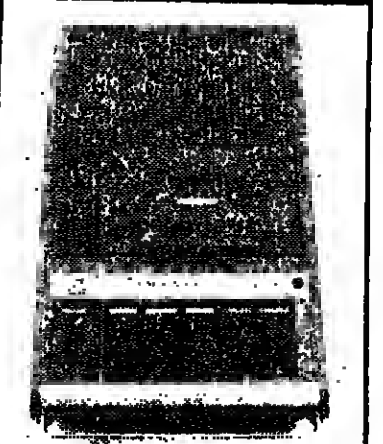
It is likely that in practice there will be little noticeable difference in quality on the screen between the lenses. The two element lens gives a slightly better uniformity of screen illumination and also just a little more resolution of detail, but the general statement that picture quality is good holds true of them all.

In looking at the Elite Viewrites one might feel underwhelmed. Notably, the head support just and arm is all one piece; a bright, chromo-plated steel tube taken from vertical to horizontal through two heads of good proportion. This pleasant simplicity is made possible by the focussing system, which is the same as the box driven mechanism which causes the lamp to be raised and lowered. This also gives a more accessible focus knob for both left and right handed users.

The projectors have a good length of means lens, are relatively light in weight, simple to operate and clean, cool in operation and they are safe.



Above left: the Tandberg TCR 221-2 cassette recorder. Above: the Rank-Aldis card reader. Left: the Rank-Aldis Classette 147 cassette recorder and the Elite Viewrite overhead projector



Sound and pictures

Rank-Aldis Card Reader. Rank Audio Visual Ltd, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR. £86.50.

The Rank-Aldis card reader uses cards with a strip of magnetic recording tape down one side. The remaining section is left clear for visual information such as pictures, single words or short sentences. Two audio tracks are provided on the tape, and a switch on the reader determines which track is recorded or played back as the card is driven through a slot in the top of the reader. The system is similar to that used by Bell and Howell on their long established Language Master machines; and apparently the two makes of reader are compatible.

The reader is a neat compact unit, with a well-made mechanism, housed in a tough plastic case. Cards are automatically driven as they are inserted into the loading slot. The reader has a card reinsert function: if a button is pressed after a card has passed through the machine, the card quickly runs back to the start again. In prevent accidental erasure of the master track, there is a switch in a compartment for the master lead in the base of the unit. A built-in microphone is provided and there are sockets for an accessory headset (headphones with microphone) which become audio-active when connected.

Most of the cards supplied by Bell and Howell have used a strip of tape a quarter inch wide. Now both firms supply cards with wider tape (about one half inch wide). This means that greater care is servicing both makes of card reader will be needed, as misalignments in head settings will not show up so readily when wider tape cards are used. All the different cards should work on any reader, although some changes in performance may result due to the different grades of tape oxide.

There would seem to be a good degree of compatibility between Bell and Howell. Languages. Master machines and the new Rank-Aldis card reader with the card speed and the track positioning being nominally the same. Any incompatibility could just as likely occur within the same make of reader as between different makes.

The performance of the Rank-Aldis card reader could not be compared with other tape equipment, although even on its present level of performance it will be found of great value to schools. The unit is quite sound mechanically.

Recorders: plain . . .

The greatest demand for cassette recorders in education comes apparently from primary and secondary schools. The need is usually for a small portable unit as cheaply as possible. But although there is a wide choice of small cassette recorders not many have all the desired facilities.

Where both players and recorders are in use similar controls on the two types of equipment are a definite advantage in terms of simplicity of operation as seen in the Rank-Aldis Classettes 146 and 147.

At a glance, the 146 and 147 appear identical. However, the 146 has no recording control and the 147 has some small slots in its casing which give access to an integral microphone.

Both Classettes may be powered by batteries or mains supply through a permanently connected three-core lead, which makes them versatile. Operation is through "piano keys": the purpose of each key is identified by the name printed clearly on a ledge at the front of the bank of keys. All the keys are interlocking, which means that the user can move from one function to another without pressing the stop key.

When play is selected, fast forward or rewind can be operated without cancelling the play setting. Upon releasing the fast rewind key, play resumes. This is commonly referred to as cue and review and these are the words used for identification on the equipment, with the interlocking symbol for fast forward and rewind. On the recording model, 147, the record key cannot be depressed until a cassette which has not had its anti-erase lug removed is inserted into the cassette compartment.

Both Classettes also have a three-digit tape counter with push button zero reset. On models currently available, this counts up to about 760 with a C60 cassette and goes beyond 999 with a C90. This is a disadvantage, though in due course the Classettes will be available with counters giving a count of about 470 with a C60 cassette and about 999 with a C90.

For general purposes, where a student's own language is being used for recordings, the sound quality from the Classettes 146 and 147 will be sufficient. The Classette sound quality is not as good as that of higher priced equipment, but is more than can be said of much of the cassette equipment available because of level frequency response

of the amplifier and its steady roll off at the ends of the frequency band covered.

The Rank-Aldis Classettes 146 and 147 can be recommended for general use. Operation is quick and easy, they are versatile and readily portable and provide sound quality of a suitable standard for speech in a student's own language.

... and simple

Tandberg TCR221-2 Cassette Recorder. Tandberg (UK) Limited, 81 Kirkstall Road, Leeds LS3 5BE. £149.

The Tandberg TCR221-2 is an advanced cassette recorder from Norway, offering a high sound power output when used with an external loudspeaker. It is fitted with a special tape handling system.

The machine is based on a high quality stereo cassette deck made by the same firm, the TCD310. The main model is similar to the TCD310, using the same case and cassette mechanism. The cassette mechanism has three drive motors, the tape being transported by dual rotation assemblies.

Due to this advanced cassette deck design, the TCR221-2 has fast forward and rewind and the tape speed is stable. The main functions of the cassette mechanism are operated by interlocking solenoids which make it ideal for use with a programme timer clock, which can be connected to the push button and the heads do not touch the tape until the supply is connected to the machine through the clock.

Automatic end of tape stop is provided on all tape functions. The auto stop does not eject the tape deck keys, but removes the power from the motors and retracts the heads and pinch wheels, which is necessary. Cleaning the tape path, heads, etc. is easy as the top of the cassette loading compartment can be unplugged.

The Tandberg TCR221-2 is fitted with treble and bass tone variable tape level adjustment and during recording level adjustment and playback volume. Monitoring during the cassette is possible through the internal loudspeaker.

The sound level produced from the internal loudspeaker is high enough for most classrooms. When the recorder is connected to an external loudspeaker, the full potential of the possible 12 to 15 watts power output is realized, allowing a sound level which will fill most halls. The sound quality is good, especially when used with an external loudspeaker enclosure.

Although this model is one of the most sophisticated mono cassette recorders available, it is easy to use. The machine may be operated vertically or horizontally and the back of the case is adapted for wall mounting.

EDUCATION IN NEED OF A THEOLOGY

Howard Marratt, chairman of BCC education committee. "It is his, he writes, 'to take the debate about comprehensive or grammar schools out of the arena of local or national politics and set it within context of the ultimate nature of man'"

People probably associate the Council of Churches with the religious education or the philosophy of Third Theology. The philosophy of education of ideas demonstrates the variety of Christian and differing applications to society.

What does justice to the BCC's education committee? The recent chairman, Howard Marratt, under whose guidance the emphasis has shifted from "theology" to "education". At present we are working on a Christian critique of education through statements and from representative groups. Our pronouncements may reflect all aspects of church life, they should provide some prophetic insights.

What is the connection, between religion and education, between the doctrine of man and how we educate students? We are not sure that man is made in the image of God, is often narrowly defined to schools and education by religious education.

The fundamental belief cannot be properly interpreted. When properly defined, it affects the content of education and school organization and the concern of our Christian education to implement the fear of God may have expressed their desire to create children who were obedient and conformist than to create children who were free and who were not necessarily obedient. Christians are not necessarily obedient to the state or to the church, but they are obedient to the need for education if pupils are to achieve their full potential, but educationally, they have much to say.

One of the highest of the creative, with immense potential for education, is the human mind. Whether willingly, or not, resources and creativity, his personal freedom, his ignorance and circumstance, his sense of responsibility and judgment must be developed if he is to be an educated and whole person. The discipline of knowledge and self-discipline in the acquisition of it are established virtues to be retained. But the child who has been drilled and drilled does not necessarily thereby grow as a person. Indeed he may find it hard to achieve that wholeness of character which is the image of a full and free humanity, or, for the Christian, of God.

It is time for Christian education to take the debate, for example, about comprehensive and grammar schools out of the arena of local or national politics and set it within the context of the ultimate nature of man. If local councillors or national politicians reply that this is a luxury our society cannot afford, their response is a sad commentary on the loss of our Christian education (or the lack of it) has produced.

If, however, the organization of our schools does not always properly match our ultimate concerns, what about the relation between education and society? Christians and Jews are, through their doctrine of the redeemed man, familiar with the tensions between the ideal and the real, between practices and the real, between the present and the future, and commitments which express man's true nature and needs.

At the moment our society is producing a system which is geared to passing examinations or succeeding in competition, or to providing industry, with their required quotas of informed manpower. The head teacher, who abolishes competitive practices is soon told his system produces adults who are ill-equipped for society. It is quite clear that though school education exercises their responsibility towards contemporary society, the form of this exercise has led pupils to reject their own education and our society. Our own committee has set up a working party to examine the relationship and tensions between society and education, from primary school to university.

The conflict between knowledge-centred and pupil related education is not dissimilar from that between dogmatic, transcendental and existentialist theologians. "This is the truth—receive it; this is the way—walk in it," may express a fundamental conviction about knowledge but in a way which is no longer educationally acceptable—and perhaps never was to those who wanted to allow for the creative work of the spirit of God. To the same way Christians love to resolve or live with the tension between developing each student's full potential and enabling the practice of self-discipline and love for each other as we love ourselves.

Another of our recent statements contains a useful comment which has raised Christian eyebrows: "Most Christians would probably find themselves committed to a concept of an open, pluralist society, in which the variety of human potential can be creatively expressed to the benefit of mankind as a whole." The church is used to describing itself as a body—a metaphor which expresses at once the truths of unity and variety. As long as society was monolithic and homogeneous with settled values, the aims of education were hardly questioned. But now society is polycentric, do Christians accept pluralism? And do they accept its implications?

More important, are there limits to the pluralism and variety which our society and schools can tolerate? Fifteen years ago leading humanists opposed Religious Education as a doctrinal and obnoxious activity, so that many Christians were averse even to dialogue with such modern humanists. Now many humanists are committed to the need for educating pupils in "a search for living", which includes religion and a concern for ultimate questions.

Our society and the school accept such variety and pluralism into its system? Or is the nature of the body, and of the "gift", such that, in modern society, it will either die or reject anything physical and religious?

Continued on page 28

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Continued from previous page

may have a hang-up about it. It is not easy for them, however, to have a hang-up about Buddhism or Hinduism, and one of the major reasons for the voyage east of many young people is that they can explore spirituality and religion in a context which is not cluttered by the issues affecting the Christianity in their background. Often the voyage east can dispel the illusion which it springs from, and it is for this reason that I am fond of asserting that the way to Canterbury often lies through Varanasi.

The net result of these reflections is that the exploration of Christianity itself has now and exciting opportunities in the context of a plural world.

What does all this have to say on the vexed question of commitment? Obviously, because religion can be explosive it also has to be handled with delicacy. But leaving this aside, the question of commitment begins to disappear—my because commitments disappear but because the aim of the teacher and of the student will be seen more in terms of exploration and understanding. For this you have to create a love of the subject and one of the ways to this may be through commitment. But there are other ways. For example, I have taught courses in Buddhism and though I am not a Buddhist I have a love of that religion and the consequent interest in the whole matter of exploring it.

What is important apart from this love is the need to be critical always of our categories and our presuppositions. It is because we have a long tradition of a certain type of teaching of theology and religion that we are liable to be too critical of the categories through which we perceive Christianity. This article is only a brief attempt to indicate ways in which we may loosen up our thinking and see Christianity afresh.

SEEING THE PATTERN IN A PUZZLE PICTURE

Theology in RE: systematized presentation of revealed truths or a living and exciting subject?

By John Hick, H. G. Wood Professor, Department of Theology, University of Birmingham

The different ways in which Christianity is taught, in churches, schools, colleges or universities, depend upon different conceptions of the nature of the theological enterprise. The two most influential rival conceptions arise from different understandings of three related themes: revelation, faith and the Bible.

According to the older view, revelation consists in a body of religious truths expressed in propositions—such as that God is three persons in one, or that Christ has two natures, human and divine. Revelation was thus understood as the disclosing by God of certain truths the knowledge of which is necessary for man's salvation.

If this is the nature of revelation, it follows that faith, as the human response to revelation, is the believing of revealed propositions. The central act of faith, on this view, is the act of assenting to certain truths because they have been authoritatively revealed by God.

At this point, however, the question arises: How are we to know that a given proposition has in fact been divinely revealed? Can this also be revealed? Surely, for suppose the first proposition is A, 'We then have a proposition B, which tells us that A is revealed. But is B itself revealed, and therefore to be believed? If so, we have a proposition C, which tells us that B is revealed; and then D which tells us that C is revealed; and so on in an infinite regress.

To avoid the argument falling down these endless stairs, it is used to

be claimed that one can prove by strict metaphysical reasoning that God exists, and can then establish by historical proof that he has revealed the propositions in question. But few today retain much confidence in this programme of argumentation.

Linked with the propositional conception of revelation and faith is the view of the Bible as the book in which the divinely revealed truths are written down and made available to all mankind. Clearly, on such a view, it must be held that God is the ultimate author of the scriptures. And so the first Vatican Council (1870) and of the Bible as the book in which the truths of the Bible that 'having been written by inspiration of the Holy Ghost, they have God for their author'; and the Protestant evangelist, Billy Graham, has said 'The Bible is a book written by God through 30 secretaries'.

Within this set of ideas, theology is a systematized presentation of revealed truths. Hence the emphasis upon the eternal truths of the gospel, the faith once delivered to the saints, the unchanging deposit of truth, and upon the dangers of speculation and heresy. Taught from this standpoint, religious education in the schools becomes indoctrination in the tenets of either Protestant or Catholic fundamentalism. Such a programme may or may not be the right method of evangelization within the Church, but it is clearly contrary to the nature of education as a process whereby young people are being taught to think and judge for themselves.

The other understanding of theology, held today in one form or another by most non-fundamentalist Protestants and post-Vatican II Catholics, starts from a different conception of revelation. On this view there are no divinely revealed propositions. God's revelation is to be found in his self-revealing actions within human history, apprehended by faith and chronicled in the Bible.

Thus revelation does not consist in the disclosing of truths but in God's actions in the events of the world and in the lives of individuals. And faith is not a matter of believing divinely guaranteed propositions but of discerning the divine presence and activity in the midst of our earthly life. For human experience is religiously ambiguous, leaving men free to become or fail to become conscious that this is God's world and that we are living in the divine presence. Faith is more like seeing the pattern in a puzzle picture than like a child's believing what his teacher tells him.

Here the Bible is not regarded as a book written by God but as a collection of books written over a period of about 1,000 years by men of faith who were conscious of God's activity within the history of the Jewish people. The prophetic interpretation of history, which is the core of the Old Testament, sees God at work in the events of history; and the New Testament is the story of God's action on earth in the life, death and resurrection of Jesus and in the origin of the Church.

The books of the Bible are human documents, coming out of particular cultures in the Near East and the Mediterranean basin during the cen-

tures up to the early Roman Empire. But at the same time they are documents of faith, expressing men's vivid consciousness of the presence of God; and they still have power to draw men and women into the continuing stream of religious consciousness.

From this point of view, theology is the human attempt to understand the meaning and implications of God's self-revealing dealings with mankind. Theological doctrines are hypotheses designed to interpret the data of revelation and to relate them to our other knowledge. And because the tools with which, and the contexts within which, theology is produced are continually changing its results have to be kept under continuous review. This makes theology a living and exciting subject, open like the sciences to new insights and new hypotheses.

The work is always done within an existing tradition, but the active preserving of that tradition involves developing it within the new circumstances of a changing world.

And today, amid the encounter with other faiths and with a post-religious scientific culture, and the challenges of racial tension, population explosion, environmental pollution, the wasting of our basic resources, and the danger of nuclear war, Christian theology must develop rapidly or become irrelevant to men's life. The teaching of theology and religious studies should convey to young people (particularly from about the age of 15 upwards) something of the excitement of this work, and should have the effect of drawing some of them into it.

The books of the Bible are human documents, coming out of particular cultures in the Near East and the Mediterranean basin during the cen-

BOOKS FOR THE INTELLIGENT SIXTH FORMER

By Geoffrey Parrinder, Professor of the Comparative Study of Religions, London University

It would be pleasant to assume that the sixth-former has received continuous and enlightened instruction in biblical and some other religious knowledge for years, and is thirsting for the higher criticism or comparative study of religions of the university. Sadly this is not always so and he may have had patchy teaching, the vaguest religious ideas and think that RE is on Egyptian god.

However, on the first assumption, it is helpful to direct readers beyond set texts to general principles and broader issues. R. G. Healey's *Preface to Christian Studies* seeks both to arouse interest and advice on techniques of learning. For further biblical work *What About the Old Testament?* by John Bowden introduces criticism and discusses the place of this book today, while highly readable archaeological, historical and literary background is provided in *The Living World of the Old Testament* by B. W. Anderson.

For the New Testament post-critical treatment may be found in *What is the New Testament?* by E. G. A. Baker, while Hoskyns's and Davy's *Riddle of the New Testament* remains popular.

Looking to non-biblical fields, E. R. Emmet's *Learning to Philosophise* is a useful introduction, which can be supplemented by John Hick's *Philosophy of Religion*. A more advanced work which shows philosophers in action, Aquinas on God, Kant on miracles, and the like is *Philosophers and Religious Truth* by M. Smart.

Those who are concerned by social problems may be attracted to two books announced by the SCM Press for early next year: *Animal Rights* by Andrew Linzey, and *Christianity, Politics and Violent Revolution* by J. G. Davies.

At a simpler level there is an illustrated series of Search for Meaning from the Donohoe House Press, which has produced four books: *The One and Only Me* by I. Chonperovone, *Something After Death?* by G. Parrinder, *Am I Free?* by C. Fletcher, and *Who is my Neighbour?* by R. Trudgill. Whether they have had any such teaching or not, many students will find that other religions are attractive and their appeal is heightened by Hare Krishna, and similar groups, with their costumes and public-

ations. International ease of communications and Aola immigration make this study even more relevant.

The literature is immense but teachers and pupils can find help in *World Religions: Aids for Teachers* on miracles, and the like is *Living Party* by the Community Relations Commission. This covers all the major religions except Christianity, with graded and outlaid lists of books, visual aids, and addresses of religious bodies. Supplements are issued annually of a calendar of religious festivals.

Among the many books are several reliable dictionaries or short encyclopaedias. The *synopsis Concise Encyclopaedia of World Religions* (Faber) is authoritative and illustrated, but *Men and his Gods* (Hamilyn) by a team of experts on religions living and dead, is even more attractive. Now in its fourth impression, but still cheaper than the first edition, it has over 500 pages, with the illustrations in black and white and some 50 in colour, which rapidly illustrates the religions, including Christianity, this is the bargain of

recent years and should be in every library.

Description of religions can be backed up by thematic treatment as in *Who am I?* by M. Ballard, which considers the answers of different faiths to the more advanced *Dialogue of Religions* in which N. Smart imagines a Jew, a Christian, a Muslim, a Hindu and two Buddhists giving views on God, the world, good and evil. Broader studies ought to include *The Sociological Study of Religion* by B. Schaff, or the anthology of *The Sociology of Religion* by R. Robertson, or *The Psychology of Religion* by L. W. Grensted which remains one of the few books in this field.

More generally *Ecstasy Religion* by I. M. Lewis shows an agnostic creating religion with respect and making an absorbing study, and one of the most moving psychological autobiographies is *Memories, Dreams, Reflections* by the great Indian teacher, Sri Yogananda, who the great force of such fascinating and serious experiments in understanding the role of religion to human life.

RELIGION AND SECULAR EDUCATION

by J. W. D. SMITH

A substantially revised and up-dated version of *Religious Education in a Secular Setting*. By one of the foremost writers on the topic, this is essential reading for all who are concerned in the connection between religion and education, whatever the state of their belief or unbelief.

Paperback £1.75 net

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FESTIVALS OF MANY FAITHS

A new Religious Education series on BBC School Radio launched in the Autumn Term 1975 continues in the Spring Term with a variety of material, Christian and multi-faith. The series offers programmes which alternate between two age-groups, 11-13 and 14-16.

For the 11-13s a series of 'Festivals' will provide colourful, informative and wherever possible child-centred material on five different religious festivals. These are: Holi (Hindu), Easter (Christian), Passover (Jewish), Rakhi (Hindu), and the Birthday of the Prophet (Islamic).

Besides seeing the celebration itself, the listener will be able to learn about it from those who follow the religion and to hear teenage boys and girls talking of their own religious understanding and practice. All the festivals were recorded in the period February-April 1975 and so will correspond roughly with the time of the 1976 celebrations of each festival where the broadcasts are heard. The teachers' notes give background information and a general guide to follow-up.

The programmes for 14 to 16s begin with three broadcasts about religion in Britain. The first is on cults in London and looks at two movements which have attracted young people in recent years—the Hare Krishna movement and the Divine Light Mission.

The second programme visits the Sikh Temple, Birmingham, for a celebration of the birthday of Guru Nanak, and the third visits one of Derbyshire's well-dressing ceremonies—the latter an engaging mixture of pagan, Christian and good village community life.

The series for 14-16s ends with two programmes of explicit Christian content. *Cought or Taught?* looks at ways in which the Christian faith is passed on through teaching and through learning, but not to church contexts, rather through Christian movements such as the Crusader Union which operates largely outside the organized church. Two final programmes present an account of the impact of faith within two families.

* Fridays 2.20-2.40 on Radio 4-VHF

McGraw-Hill Texts for RE from

NORTHBOURNE TALE of belief and understanding, by Graham Claverley and Barbara M. Phillips.

Written for non-academic teenagers to stimulate interest in immigrants' religious beliefs. The text's edition develops the arguments and provides information on the religions, used in the tales.

SBN 07 094445 8 104pp 23 x 15 cm. £1.75

ENCOUNTER, 2/E, by Ian Birnie.

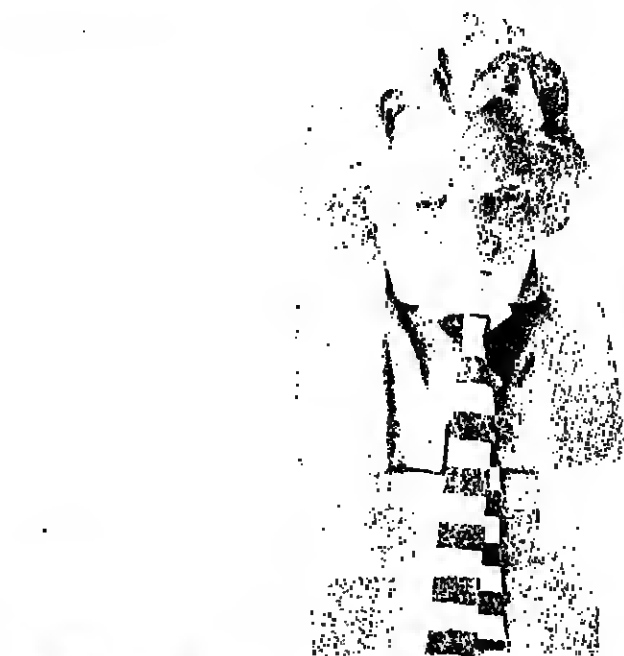
This updated book introduces school leavers to the harsh realities of choice, including thoughtful judgment formation. It is also suitable for humanism, liberal studies, and guidance discussions.

SBN 07 094438 5 185pp 21 x 17 cm. 95p

CONFRONTATION, by Ian Birnie and John Elliott. Designed for older pupils it develops a variety of discussion themes through poetry, prose, photographs, and folk songs.

SBN 07 094437 7 200pp 21 x 17 cm. £1.75

McGraw-Hill Book Co. (UK) Ltd.,
Maidenhead, Berkshire SL6 2OL



Schools Prom Music from the Schools Prom

The Times Educational Supplement is producing a long playing record album of the first ever Schools Prom. The album contains two records and will be available from December 18.

Featured on the album will be music—recorded live during the performance at The Royal Albert Hall—

by The High Wycombe Music Centre Concert Band,
St Anne's Chamber Ensemble, Southampton,
Elmwood Junior School Steel Band, Croydon,
Woking County Grammar Schools for Girls Orchestra,
The Tabor Recorder Consort, Chelmsford,
Kingsdale School Dance Band, London,
The Darlington Youth Big Band,
The Colchester Accordion Orchestra,
Ichen Sixth Form College Wind Quintet, Southampton,
The Brighton Youth Orchestra,
The Pro Corda String Orchestra, Weybridge
and the Teesside Youth Orchestra.

The double record album is available only from The Times Educational Supplement at £3.75 which includes postage* and packing. To receive your album(s) please complete and send in one of the coupons below. We have provided extra coupons for other readers of this copy of The Times Educational Supplement.

*Within the United Kingdom only

To Miss Shirley Green, Room 256, The Times Educational Supplement, PO Box 7, New Printing House Square, Grays Inn Road, London WC1X 8EZ. Please send me Schools Prom record album(s) at £3.75 each. I enclose a cheque/postal order for £..... crossed and made payable to Times Newspapers Limited.

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To Miss Shirley Green, Room 256, The Times Educational Supplement, PO Box 7, New Printing House Square, Grays Inn Road, London WC1X 8EZ. Please send me Schools Prom record album(s) at £3.75 each. I enclose a cheque/postal order for £..... crossed and made payable to Times Newspapers Limited.

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Classified Advertisements

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		Scale 1 Posts	42	Modern Languages	41	Other Appointments	41		


Nursery Education

BRINT
London Borough of
Dorset Nursery School,
College Road, N.W.10
Required for April or earlier if possible.
Qualifications and experience in nursery education essential. Salary in accordance with London Borough of Brixton Scale 1. Applications should be sent to the Headmaster, Brixton Nursery School, College Road, N.W.10. Closing date: 15th December 1973.

HAVERSHAM
SCHOOL
Qualified teacher required in the nursery department for morning work only.
The London Borough of Havering is seeking a nursery teacher for the Havering Nursery School, Havering, Essex. Salary in accordance with London Borough of Havering Scale 1. Applications should be sent to the Headmaster, Havering Nursery School, Havering, Essex. Closing date: 15th December 1973.

HERTFORDSHIRE
EDUCATION AUTHORITY
A teacher with recent experience in Nursery and Infant classes is required to assist with the provision of early educational practice with children in the nursery age group. Further particulars and terms of appointment are available from the County Education Officer, Hertfordshire Education Authority, Hertford, Herts. SG9 6JH.

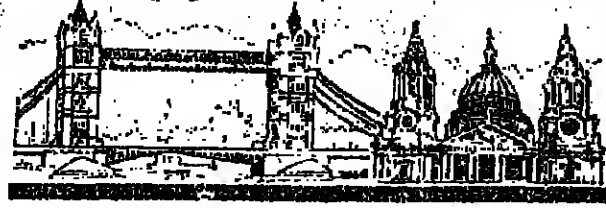
NEWHAM
London Borough of
Required for January 1974.
Vacancies in nursery schools and classes—first Appointment only.
Borough Scale 1. Applications should be sent to the Headmaster, Newham Nursery School, Newham, London. Closing date: 15th December 1973.



ilea
Inner London Education Authority

For teaching posts in Inner London

see page 40



Primary Education

AVON COUNTY
COUNCIL
Headships
Applications are invited for the post of Head of the Avon County Primary School, Avon, for the year 1974-75. Salary in accordance with Avon County Council Scale 1. Applications should be sent to the Headmaster, Avon County Primary School, Avon. Closing date: 15th December 1973.

BERKSHIRE
EDUCATION AUTHORITY
A teacher with recent experience in Primary Education is required to assist with the provision of early educational practice with children in the primary age group. Further particulars and terms of appointment are available from the County Education Officer, Berkshire Education Authority, Reading, Berks. RG1 1AA.

BERKSHIRE
EDUCATION AUTHORITY
A teacher with recent experience in Primary Education is required to assist with the provision of early educational practice with children in the primary age group. Further particulars and terms of appointment are available from the County Education Officer, Berkshire Education Authority, Reading, Berks. RG1 1AA.

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Classified Advertisements

The charge for advertising in all classifications is 22p per line (minimum 3 lines).

Display in classified advertisements £3.00 per single column cm. (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8BZ.

By Monday for the following Friday's issue.

BERKSHIRE
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Liverpool Primary Schools

Applications are invited for the following post with duties to commence January, 1974 or as soon as possible:

Headteacher Group 5
ALL SAINTS R.C. INFANTS SCHOOL, OAKFIELD, LIVERPOOL 14 20G.

Application forms are returnable no later than 10th January, 1974 to:

Monaghan Osm, All Saints Presbytery, Oakfield, Liverpool 4.

APPLICATION FORMS (STAFFING FORM T.S.) ARE OBTAINABLE FROM THE DIRECTOR OF EDUCATION, 14 SIR THOMAS STREET LIVERPOOL L1 6BQ. ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE AND SHOULD BE RETURNED AS SOON AS POSSIBLE.



Salop County Council

NEWHAM
London Borough of
A teacher with recent experience in Primary Education is required to assist with the provision of early educational practice with children in the primary age group. Further particulars and terms of appointment are available from the County Education Officer, Newham Education Authority, Newham, London. Closing date: 15th December 1973.

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Shropshire Education Committee

Broseley County Primary School (New School), TELFORD

Headship Group 4

Scheduled to open September, 1974, appointment of Head to date from April, 1974.

Application forms and further details (send s.a.e.)

County Education Officer, Shrewsbury, Salop.

to whom they should be returned by December 28, 1973.



Salop County Council

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Salop County Council

to whom they should be returned by December 28, 1973.

MIDDLE continued

By Subject Classification

Music

Other Posts on Scale 2 and above

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
KIRKBY BRIDLEHEAD JUNIOR HIGH SCHOOL
Headmaster (Head, Kirkby-upon-Trent, Humberside) is required for September, 1976. The school has a roll of 150 and is a large middle school for boys and girls in the age range 7 to 11. The school is a modern building with a large hall, sports field, and other facilities. The successful candidate will be responsible for the school's music department, which includes a choir, orchestra, and instrumental groups. The salary is £11,000 per annum. Applications should be sent to the Director of Education, Humberside County Council, 100 Victoria Road, Lincoln, L1 1JG. Closing date: 15th December 1975.

Technical Studies

Scale 1 Posts

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
KIRKBY BRIDLEHEAD JUNIOR HIGH SCHOOL
Headmaster (Head, Kirkby-upon-Trent, Humberside) is required for September, 1976. The school has a roll of 150 and is a large middle school for boys and girls in the age range 7 to 11. The school is a modern building with a large hall, sports field, and other facilities. The successful candidate will be responsible for the school's technical studies department, which includes a woodwork shop, metalwork shop, and other facilities. The salary is £11,000 per annum. Applications should be sent to the Director of Education, Humberside County Council, 100 Victoria Road, Lincoln, L1 1JG. Closing date: 15th December 1975.

Other than by Subject Classification

Other Posts on Scale 2 and above

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
KIRKBY BRIDLEHEAD JUNIOR HIGH SCHOOL
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Scale 1 Posts

SHEFFIELD EDUCATION
LATTICE FIRST AND MIDDLE SCHOOL
Headmaster (Head, Lattice, Sheffield) is required for September, 1976. The school has a roll of 150 and is a large middle school for boys and girls in the age range 7 to 11. The school is a modern building with a large hall, sports field, and other facilities. The successful candidate will be responsible for the school's other posts, which include a deputy headmaster, deputy head of music, deputy head of technical studies, and other posts. The salary is £11,000 per annum. Applications should be sent to the Director of Education, Sheffield Education, 100 Victoria Road, Sheffield, S1 1JG. Closing date: 15th December 1975.

Bedfordshire northern area

FULBROOK SCHOOL, Woburn Sands
Headmaster: C. Parry, B.A.

Applications are invited from suitably qualified men and women for the post of

DEPUTY HEAD

of the amalgamated Group 8 Middle School which in September will receive a 10 plus and 11 plus comprehensive intake. The school currently has a roll of 370 11 to 16 secondary pupils. By September 1978 the school will have a 10 to 16 comprehensive age range and will eventually become a 10 to 16 Middle School. The prime concern of the Deputy Head will be in the establishment of a forward-looking Middle School. Special qualifications in Mathematics or Science would be an advantage, but more important will be an informed enthusiasm for an integrated approach with mixed ability groups. Application forms obtainable from the Headmaster at Fulbrook School, Woburn Sands, Milton Keynes, MK17 8NP, to whom they should be returned by 31st December.

Secondary Education

Headships

AVON COUNTY

CHURCHILL BOY'S SCHOOL
Headmaster (Head, Churchill, Avon) is required for September, 1976. The school has a roll of 150 and is a large middle school for boys and girls in the age range 7 to 11. The school is a modern building with a large hall, sports field, and other facilities. The successful candidate will be responsible for the school's other posts, which include a deputy headmaster, deputy head of music, deputy head of technical studies, and other posts. The salary is £11,000 per annum. Applications should be sent to the Director of Education, Avon County Council, 100 Victoria Road, Bristol, BS1 1JG. Closing date: 15th December 1975.

CITY OF BIRMINGHAM

EDUCATION DEPARTMENT

HANDSWORTH NEW ROAD

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